

CONTENTS



	<i>Page</i>
CO-OPERATION BETWEEN THE STATE UNIVERSITY AND THE HIGH SCHOOLS, <i>Ira M. Smith</i>	91
THE REGISTRAR AND HIS PROFESSIONAL DUTIES, <i>Fred L. Kerr</i>	102
NEW STANDARDS FOR OLD, <i>W. P. Shofstall</i>	107
CONFLICTS FACING THE CHANGING COLLEGE, <i>Jordan T. Cavan</i>	116
SCHOLARSHIP OF F.E.R.A. AND OTHER STUDENTS AT PENNSYLVANIA STATE COLLEGE, <i>William S. Hoffman</i>	123
GRADE DISTRIBUTIONS IN COLLEGES OF SOUTH CAROLINA, <i>R. H. Jones</i>	127
A PRE-ADMISSION PROGRAM, <i>Ruth E. Salley</i>	136
EDITORIAL COMMENT:	
Student Recruiting	138
Affiliated Regional Associations	140
PROFESSIONAL NEWS	141
PROFESSIONAL READING	160
CONTRIBUTORS TO THIS NUMBER	169

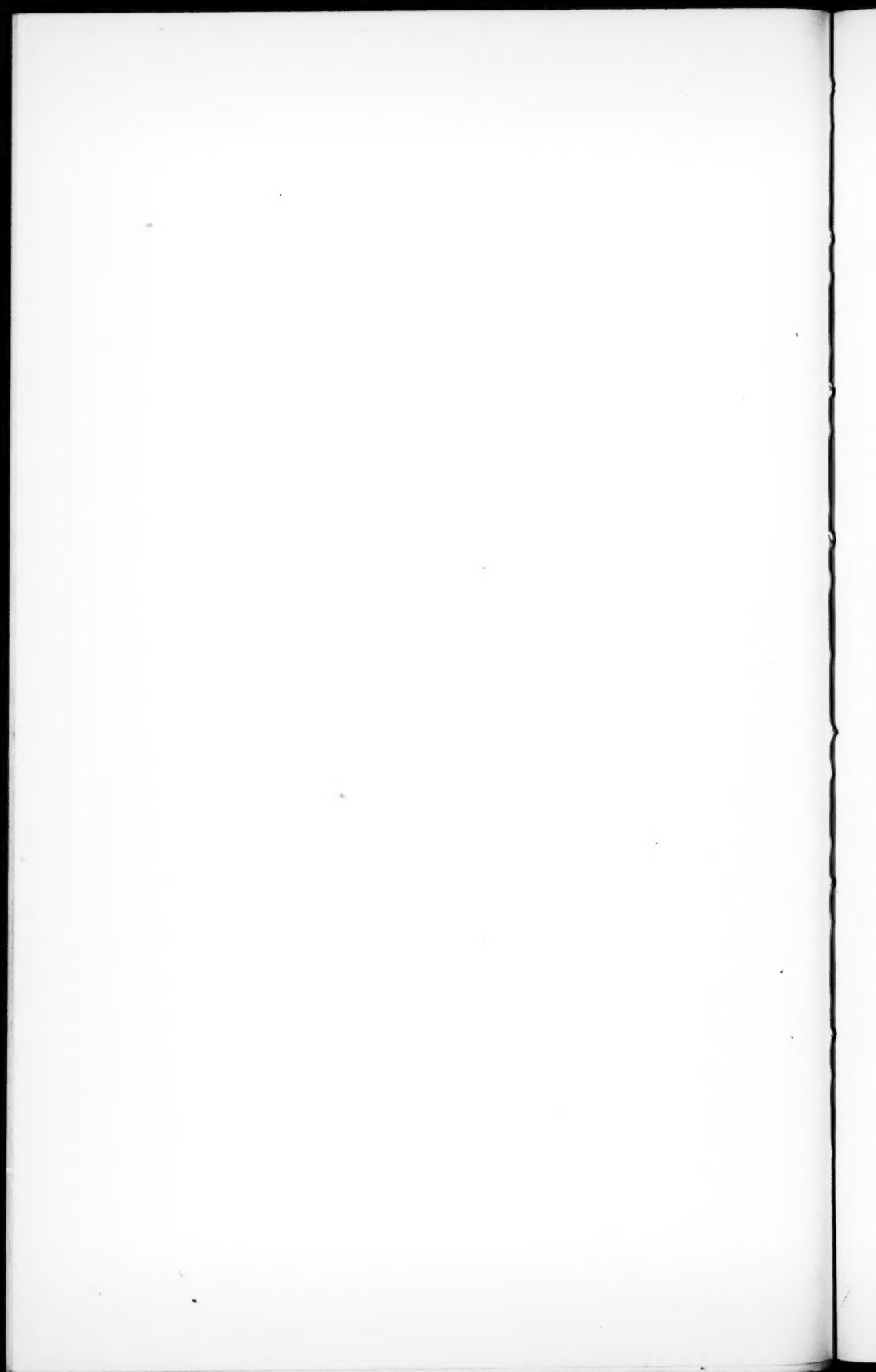
ISSUED QUARTERLY: OCTOBER, JANUARY, APRIL, JULY

SUBSCRIPTION PRICE \$3.00

PUBLICATION OFFICE: 450 AHNAP STREET, MENASHA, WIS.

EDITORIAL OFFICE: OFFICE OF ADMISSIONS, UNIVERSITY OF CHICAGO,
FIFTY-EIGHTH STREET AND ELLIS AVENUE, CHICAGO, ILL.

Entered as second-class matter at Menasha, Wisconsin, under the Act of August 24, 1912.



Bulletin of *The American Association of* Collegiate Registrars

January
1936



Vol. XI
No. 2

Co-operation Between the State University and the High Schools

IRA M. SMITH

The freshman's adjustment and his performance record during the year are our ultimate ends when we think and speak of the relation of the admissions office to the secondary schools.

At the University of Michigan a few of the contacts which the registrar makes with the high-school principals of the state are made through the following media:

1. Letters and other material mailed to all high schools in the state at frequent intervals throughout the year.
2. Annual principal-freshman conference in Ann Arbor.
3. Visits of high-school senior groups to Ann Arbor.
4. Attendance of University representatives at "College Days" held at high schools.
5. Michigan Schoolmasters' Club.
6. Bureau of Co-operation with Educational Institutions.
7. Co-operating committees selected from the University and the high schools.

GRADE REPORTS AND MISCELLANEOUS MATERIAL

During the year we have numerous opportunities to communicate with all the high-school principals of the state. At the beginning of the school year we send them the scores on the freshman tests taken

by their students during the Orientation Period. At the close of the first semester the grades for their freshmen are mailed to them with a statement showing the average grade in each freshman course. This enables the principals to compare the grades of their own graduates with the average of the class as a whole. It is generally assumed that after the first semester the student's performance record is chargeable to his training at the University, and we do not, therefore, continue to report grades back to the high schools unless specifically requested to do so. While we do not send out such reports automatically as a general routine, we are always glad to furnish principals with grade reports at any time, and many principals ask us to send reports on students from their schools. From time to time we also issue and send to the principals material suitable for bulletin-board display in the schools. The principals are kept informed promptly by letter of any changes which take place in the admission requirements of the freshman class and are supplied each year with new issues of the freshman application blank and information pamphlets for prospective freshmen.

ANNUAL HONORS CONVOCATION

Every principal in the state receives also a program of our annual spring Honors Convocation, indicating which of his former students have qualified for University honors, and a copy of the Annual Report of the Registrar to the President of the University. The Honors Convocation is the one occasion during the year when special recognition is given to all students with high scholarship standing. On this occasion all classes are dismissed and a special convocation is held with an outstanding speaker of national fame. The faculty appear in academic costume and the honored students have reserved seats in the auditorium. The parents of the students whose names appear in the Honors Convocation program are invited to attend.

REGISTRAR'S ANNUAL REPORT

The Annual Report of the Registrar is printed and distributed to the 614 accredited high schools of the state. This report carries statistical tables of enrolment and geographical distribution of students, degrees granted, and many other items of interest, including a report of the scholarship standing of the freshman class as a whole, indicating the percentage of grades of A, B, C, etc. This gives the principal

a final summing up of the scholastic record for the freshman class. This final report represents the third report to the principal, i.e., (1) scores of freshman tests (required of all freshmen), (2) individual grade reports at the end of the first semester, and (3) the final result of the year's work in the freshman class.

PRINCIPAL-FRESHMAN CONFERENCE

Probably the largest campus activity in connection with the forming of contacts with the secondary schools is our annual principal-freshman conference held at the University in the fall. The first of these conferences was on December 8, 1927. Representatives of fourteen Detroit high schools were our guests on that day. This modest beginning served a dual purpose. First, the principals had opportunity to confer with their former students to learn of the difficulties which the students experienced in transferring from high school to college. Second, the information obtained by the principals concerning the activities of Orientation Period was frankly discussed with University authorities, thus aiding in the working out of a more satisfactory program for the Orientation Period.

The next year (1928) we extended the invitation to all of the high-school principals of Michigan. About 40 high schools were represented at this second annual conference. Since 1928 the invitation has been extended regularly to the principals of all high schools represented in the freshman class. These high schools are distributed throughout the entire United States and several foreign countries. In September, 1935, 652 high schools were represented in the freshman class.

Many of the high schools send only one freshman, and consequently it is not expected that the principals from those schools could find it possible to attend the conference in Ann Arbor. However, in recent years, we have had representatives from practically all of the nearby states, and many others send letters to their students asking for the information usually obtained in conferences. They also encourage the students to their best efforts.

The preparation for these conferences entails much detail work. Within the first two weeks after the opening of school in the fall, we send a communication to the principals inclosing the examination scores on the Orientation Period tests. In this letter we also invite the principals to come to Ann Arbor about midsemester time for the principal-student conferences. Upon receipt of letters from the prin-

cipals accepting our invitation, we proceed to make definite arrangements with the students concerned. First, we send a duplex postal card notifying the student that his high-school principal has accepted the invitation to visit the University on the day specified to confer with his former students. On this postal card we ask the student to indicate his free hours during the day his principal is to call. This is for the purpose of avoiding an appointment which would conflict with his class periods. Of all cards sent to students in October, 1935, over half of them were filled out and returned within twenty-four hours, which shows the interest on the part of the students.

At the time of registration in the fall the student is asked to fill out class cards containing a coupon for reports at the end of the fifth week. For all reports showing standings below "C" the instructors are asked to check appropriate items from the following list:

Excessive absence	Lacks ability	Poor written work
Inadequate preparation	Poor attitude	Delinquent in work assigned
Not interested	Poor class work	

These reports are assembled and placed in the hands of the principals in order to be used in the conferences with the students.

A few days before the day of the meeting we send the student a letter giving the exact time and place for the conference. We inclose with this letter an interview form (illustrated on next page) to be filled out by the student and handed to the principal at the time of the conference.

With this information in hand the principal is able to get at the essential facts somewhat more rapidly than would otherwise be possible. In general we allow fifteen minutes for each conference. This varies somewhat, as a few cases demand more time.

The experience during the last several years indicates clearly the desirability of having the conference rooms in one central place. This plan makes possible many little contacts between high-school principals when they are not actually engaged in conferences with students. Fortunately the registrar's office is large enough to enable us to provide desk space for all the principals. Although this places a heavy strain on the office facilities for the day, nevertheless it seems to be much appreciated by the principals. Also, adequate provision is made for private personal conferences with each student even though there are many desks placed in the same large rooms.

The response of our students is always a little surprising and, we are glad to add, highly gratifying. Attendance at the conferences is

UNIVERSITY OF MICHIGAN
INTERVIEW SHEET

Name _____ High School _____

This sheet is to be filled out by you and handed to your principal when you call for the interview.

Leave this space
for principal's use*Working Conditions*

Have you a satisfactory room? _____

Are you doing outside work to meet expenses? _____

How many hours a day do you work? _____

Previous Preparation

Are you having difficulties with your studies? _____

Which subjects? _____

Are your difficulties due to:

Inadequate preparation in high school? _____

Unfamiliar methods of teaching? _____

Other reasons (state specifically) _____

Present Instruction

Do you understand your classroom work? _____

On rereading your lecture notes do you recall the lecture clearly? _____

Do your instructors seem interested in your classroom problems? _____

Do your assignments in any courses seem too long? _____

Which courses? _____

Do other students seem to be getting more out of classes than you do? _____

not compulsory. We ask them to come at an appointed time and solicit their co-operation in making the meeting a success. When the principals start arriving for the day we usually experience a moment of panic, wondering whether their conferees will also appear. Generally speaking, the appointments are kept and the students appear promptly. A few of the principals look upon the meeting as a duty, but others show a genuine interest and enter into the idea of assisting in the preparation, orientation, and instruction of University students.

Through the student daily newspaper, upperclassmen who were graduated from the schools to be represented are notified of the meeting and invited to stop in for a friendly chat with their former principals. Quite a few call during the day. It is interesting to us to observe each year that the principal's relationship with his student

body and the training which they have received under him are reflected in a large measure by the students' attitude in answering our communications and in reporting for the conferences.

The principals raise many and varied questions during the day. Many times these questions are referred to faculty freshman advisers so that this at once brings the principals and faculty advisers together on a common problem. Such conferences are encouraged, and the more we can have the more effective will be the program. We also find that the principals discuss with each other the general impressions obtained during the conferences with students, and many times these conversations lead to a getting together of a group of high-school and university people on a single problem. Had we not created a situation bringing all together at once, such problems would never have been brought up for discussion.

We encourage the principals to write us freely relative to reactions received from the students at the time of the conferences. We assure them that such frank statements will be considered absolutely confidential. We do not ask for reports on ordinary or routine cases but only on the exceptional ones. The following are several examples of reports from principals:

It was one of the most valuable experiences I have ever had.

Let me say again that the experience at Ann Arbor was thrillingly inspirational.

We find that some of our French students are not doing very well in the University and I understand their difficulty is due to the difference in the methods used in the University.

Several of our students seem to be having trouble with history and they state it is because of the different methods used in the University. Many of them are not accustomed to attending lectures and taking notes.

Without singling out any individual, I believe it would be a good thing to suggest to the advisers next year that their relations with their group are not supposed to end with Freshman Week.

There is no doubt in my mind that we continue too long to help students with their difficulties instead of putting them upon their own responsibility.

All of the principals and approximately an equal number of the members of the University faculty are guests of the University at luncheon on the day of the conferences. Place cards are used in order to arrange a fifty-fifty grouping at the tables of principals and University representatives. This annual conference and luncheon is now an established event on the University calendar and is anticipated with interest and pleasure by the high-school visitors and the University people who participate in this activity.

ANN ARBOR TRIPS

An interesting means of acquainting prospective students with first-hand information about the University has developed. Teachers in various high schools make arrangements by letter to bring groups of seniors to Ann Arbor on a specified day. Student guides are waiting for them when they arrive to conduct them to points of interest on the campus. Usually the students return home the same day. A short time ago, however, a group of twenty-six, composed of both boys and girls, made the trip from a little town in Michigan over three hundred miles away and spent two days and two nights in Ann Arbor. The teacher sponsoring the expedition wrote to the Registrar stating the amount the group had to spend and asked that arrangements for board and room be made within their means. Satisfactory accommodations were secured at the Michigan Union (the building for men) and the Michigan League (the building for women) and arrangements were made for campus trips and entertainment. We are hoping that more and more, through trips of this kind, high-school seniors who are thinking of college may have the opportunity to see the University in action.

COLLEGE DAYS

High-school seniors who cannot visit the campus have the University brought to them. In other words, the Registrar and members of the staff accept each year the invitations of a number of high-school principals to attend "College Day" exercises on a specified day and to confer with seniors interested in the University. This activity seems to be on the increase among the Michigan schools. A few years ago we were notified of only one such meeting, but last spring invitations were received from several schools in the state, and one principal expressed the opinion that before long every high school in Michigan would be sponsoring a "College Day." Unquestionably a great deal can be accomplished in disseminating information in this way regarding our requirements and facilities.

MICHIGAN SCHOOLMASTERS' CLUB

The contact activities which have been discussed are conducted by the Registrar's office, the other campus offices co-operating. One of the important agencies in the state for bringing about close co-operation between the schoolmen of Michigan and the University authorities is the Michigan Schoolmasters' Club. This organization

was first established on February 27, 1886, when a committee of teachers, of which Professor John Dewey, now of Columbia University, was a member, presented Articles of Association and stated the aim of the association as follows:

We unite in forming the Michigan Schoolmasters' Club and aim to secure an opportunity to discuss matters that pertain to our common work with particular reference to high-school and collegiate training. In doing this we do not wish to antagonize any existing organization, but simply to obtain a larger opportunity to discuss such topics as are necessarily and properly left untouched by associations that now exist.

Through the Schoolmasters' Club the relations existing between the University, the colleges, and the secondary schools have been wholesome and beneficial to all concerned. The office of president is filled in rotation from the University, other colleges, the normal schools, the superintendents, the principals, and the classroom teachers. This, of course, provides and insures varied contacts and points of view at successive annual meetings.

One of the methods adopted to bring about a better mutual understanding is the plan of inviting high-school principals and teachers to visit the University classes to learn by first-hand impressions the problems which confront the freshmen when they come to the University and to consider ways and means for effecting a better correlation between high-school and University work.

BUREAU OF CO-OPERATION WITH EDUCATIONAL INSTITUTIONS

The Bureau of Co-operation with Educational Institutions is an outgrowth of the Division of University Inspection of High Schools. As the changed name implies, this bureau not only exercises the function of inspection but also carries on other activities.

The inspection of high schools is made not merely to determine whether a school is qualified to be placed on the accredited list of the University; it is of a more constructive nature. Every effort is made to assist schools in improving their instruction and facilities to meet the prescribed standards. In announcing the bureau the University made the following statement:

The organization of the Bureau of Co-operation with Educational Institutions was but a further indication of the definite desire on the part of Michigan educators to develop harmonious working relationships between the various and diverse types of schools and school units in the state. It is apparent that it is possible for the public and private schools, the State Depart-

ment of Public Instruction, and the University to work in close co-operation in order to provide the best possible educational program for the children of the state with the least possible expense to taxpayers and to other supporters of education.

CO-OPERATING COMMITTEES UNIVERSITY HIGH SCHOOL

Prior to 1925 all freshmen were admitted to the University through the offices of the deans of the colleges to which the students sought admission. By the action of the Regents in the spring of 1925, the Registrar was charged with the responsibility of the admission of students entering the university directly from the high schools. This centralization of freshman admissions necessitated changes in the form of admission blanks used prior to that time. At the annual meeting of the High-School Principals' Division of the Michigan State Teachers' Association in the fall of 1925, it was voted to appoint a committee of high-school principals to co-operate with the University in the consideration of matters pertaining to the admission of high-school graduates to the University.

The question of a revised and modified form of application for admission blank was the first thing to be taken up by the University Committee in joint session with the Committee of High-School Principals. It was found desirable to revise this form in order that additional information might be obtained from all prospective freshmen concerning the scholarship interests and attainments, fixity of purpose, honesty, maturity, and intellectual promise of each individual applicant. It was the consensus of opinion of the members of the two committees that in addition to serving the purposes of admission the blanks should also be used as a foundation for academic and vocational guidance.

The blank which was adopted at that time has been in use ever since, although a number of modifications have been made as a result of our experience. Changes which are being considered are submitted by mail to the principals who are serving on the committee, and with their reply they send their approval or recommendations.

During the past few months we have appointed departmental consultants in seventeen departments at the University who are ready to answer inquiries from high-school principals or heads of departments relating to the articulation of high-school and freshman work in the University. The response from the principals has been most encouraging.

The University expects to issue a general bulletin giving statements prepared by departmental committees of University and high-school teachers concerning the articulation of high-school and college work in those departments. Our Department of English has already issued a special bulletin on *Preparation for College English*. This bulletin gives an interpretation of college entrance requirements in English. It was prepared by a joint committee of University and high-school teachers. In announcing this bulletin the Department of English made the following statement: "It is hoped that through this new statement of aims and ideals the high schools and the University will find a basis for a more unified and effective program in English." The Department has also undertaken another unique service to the schools. This is described in the following announcement of the Department:

The plan is, in brief, to make available to a selected group of high schools a consultant in English. This man is a member of the Department of English at the University; he has also had varied experience in high-school English. He will, at the request of teachers in co-operating schools, analyze and evaluate any written work submitted, in terms of its fitness to meet University standards for entering freshmen. Under this plan teachers may submit representative papers at the beginning of the year, or at any later period, and receive the opinion of the consultant upon any matter connected with them. Questions of procedure in dealing with the writers of given papers, as well as questions of specific quality, will be dealt with. The consultant will in every way possible interpret to the schools the ideals, attitudes, and practices of the University English Department.

The University Committee on Co-operation with Secondary Schools, in organizing the staff of departmental consultants in seventeen departments of the University, announced that these departmental representatives will have referred to them problems in their respective fields of specialization as they reach the bureau and doubtless will do some institutional visiting as well.

As already stated, this latest movement by the University in establishing departmental consultants in various departments has been accepted with much favor by the high schools of the state and encourages us to continue in our efforts to bring them and the higher institutions into closer and closer co-operative relations, all of which will mean a more effective unification of the educational work with less of a break between the work of the high school and that of the freshman year in college.

We are fortunate in Michigan in having a long background of

experience in co-operative planning between the secondary schools and the higher institutions of the state. Perhaps this situation is well reflected in the report in the Sixth Yearbook (1928) of the Department of Superintendence of the National Education Association in the chapter showing the relationship between the high school and college. The following comments relative to the situation in Michigan are made:

At this point we may perhaps perform a service by describing a situation in which most of the problems arising from the relationship of the high school and college have been settled in a fashion satisfactory to both parties or bid fair at no distant date to be properly solved. The schoolmen of Michigan are entirely in harmony with the policies and practices of the University of Michigan. This is not a case of the lion and the lamb lying down together with the lamb inside, but of that good will which springs from forbearance, frequent conferences, mutual respect, and constant co-operation for the common good. The University authorities understand the problems of the high schools but do not interfere with their management, which is far better than interference without understanding.

The Registrar and his Professional Duties¹

FRED L. KERR

The many speakers and writers on this subject in the past have almost uniformly divided the duties of the registrar into two large groups, clerical and professional. The former includes the multifold detailed tasks of checking entrance credits, enrolling students, recording absences and final grades, and the multifarious other odd jobs for which a registrar's office is held responsible. A number of detailed and careful analyses of these tasks have been made, and the results tabulated in reports made to the A.A.C.R. In the Re-edited Proceedings of the Association the first paper is entitled "The Proper Delimitation of the Functions of the Registrar's Office." It was presented by Mr. W. A. Hervey, then Registrar of Columbia University. The next year Mr. Max McConn, then of the University of Illinois, addressed the Association on "The Organization of Administrative Routine in Twelve American Universities." These were followed in succession by many other studies, all well worth while.

It is not this side of the registrar's life, however, that I wish to discuss, but with the broader aspect of the office, the professional duties. It is impossible to conceive of the mere collection and recording of facts as a profession. It is in the interpretation of this mass of data for the benefit of the institution and the students that the registrar's opportunity for a truly professional career lies. Mr. E. L. Gillis, Registrar of the University of Kentucky, has said repeatedly that the registrar is custodian of the richest storehouse of material connected with an educational institution. He who has the imagination and the vision to convert his storehouse into a laboratory for the intelligent study of educational problems, to organize this data so as to make it available to the administration, will make for himself a job which virtually has no limitations.

President Henry Noble Sherwood, of Georgetown University, has said that to desire promotion is commendable, and not to desire it blameworthy, yet often the efficiency of an officer is seriously curtailed by his efforts to secure promotion to a supposedly higher posi-

¹ Selected as the best paper presented at the meeting of the Texas Branch of the A.A.C.R.

tion, or to a larger or more lucrative place. Too seldom is promotion seen in growth in efficiency in the position already held. How true is the old saying that he who never does any more than he is paid for never gets paid for any more than he does.

Mr. Gillis, in a paper on the allocation of functions between the dean and registrar, read before a meeting of the deans of colleges at Atlanta, said: "While the registrars and deans are in practical agreement as to the division of major functions, that will have little to do with the final distribution. It will be settled according to the contribution they make to education. It is largely a personal matter. When a man takes an office, that office soon gets to be the size of the man that holds it. . . . At this moment some presidents are thinking of transferring work from the registrar's office to the dean's office, while others are contemplating giving the registrar certain functions now performed by the dean. In some instances the creation of a new office is contemplated to do the work that a registrar or a dean may have neglected. This is not a prophecy; it is already taking place. A rigid standardized plan fastened alike on all institutions would in some cases inaugurate a dog-in-the-manger policy to the detriment of the institution." Earlier in the same paper he says that the registrar's office is a service department, and its value is in proportion to its contribution to good teaching.

As I have studied the proceedings of the annual meetings of registrars, I have been impressed with the ever-increasing stress that is being placed upon the wider professional opportunities of the registrar. Yet this feature was not absent from the earlier meetings. At the fourth annual meeting in 1914, Mr. George O. Foster, of the University of Kansas, presented a paper on "The Responsibility of the Registrar, Outside His Official Capacity, to the Individual Student." After enlarging on the necessity for faculty men as a whole to develop a sympathetic and kindly attitude toward the students, to treat them as human beings, he said as emphatically as he knew how that if it is important for the instructor to recognize his right relation to the student, it is more important that the registrar shall realize his great opportunity. The very fact that the registrar touches the life of every student entering the institution and that his contact is more or less constant throughout the student's college course makes his responsibility all the greater.

From this very same situation, twenty years later, Wyatt W. Hale, of Birmingham-Southern College, points out the registrar's

responsibility to see that, as nearly as possible, each student is referred to that person or persons who can be of most help in solving the problem at hand. Thus we are led directly to a consideration of the registrar's opportunities in personnel work, that activity which has been developed to a high degree in many institutions, and to which few of us are immune. Who more than the registrar has the opportunity to gain a knowledge of individual students which is a necessary prerequisite to any well-ordered plan for helping them progress toward their educational goal. It is not by chance that many registrars have taken the lead in developing this important work, but by virtue of their recognition of another opportunity to serve their institutions and the students for whom these institutions exist.

The registrar has another opportunity to render valuable aid to the students of his institution growing out of his contact with them in rules and regulations, both in the academic field and in extra-curricular activities. In the large majority of institutions the registrar is not a discretionary officer, and very rightly so. Yet, if he has the vision of service, he will not rest content with a blind adherence to rules, but will be forever attempting to evaluate the aims and the results of these regulations and seeking their modification in the interest of those affected. As Dean K. C. Babcock, of revered memory, has said more aptly than I can hope to: "It is not for him as a registrar or secretarial officer to proceed on the discretionary plan, but it is his function, if he has the right stuff in him, to suggest to the legislative and administering bodies the form of relief desired, either in individual cases, or in the regulations of the institution. Here comes in his quality of imagination and human understanding which makes the difference between the long-time, progressive, useful registrar and the longer-time, unprogressive and progressively useless registrar."

An important recent development in the educational field which has a direct bearing on the work of the registrar is the rise of the educational survey. This, as you know, first began in the field of public education, but in the last ten years has had an extensive application to higher education. Professor Floyd W. Reeves, who has done more perhaps than any other one person to develop the technique of the college survey, and Mr. John Dale Russell, who has been associated with him, both have pointed out the vital importance of the registrar in this work. In actual fact, a large part of a college survey must be based on the data obtained from this office. Objective studies

made from such data tend to remove college administration from the basis of general impressions to one of objective fact. Surveys have been of several types, beginning with that made by a corps of outside experts, and progressing to the completely autonomous self-survey, through an intermediate stage in which the work is done by the institution under direction of experts who then make recommendations. This is, indeed, the most needed type of survey and should not be a spasmodic process, but should be continuous. By its very continuity it becomes increasingly useful, almost, one might say, in geometrical progression. Thus is opened up another field of valuable service for the wide-awake registrar who has not neglected to train himself in the technique of the survey and who has so organized the collection and filing of his records that they are readily available for this purpose.

And, finally, we must give heed to the development of new plans for measuring a student's education by comprehensive examinations. Some forward-looking institutions are already doing away with courses and credits and the time honored formula: 120 semester credit hours equal one A. B. degree. I can see the clerical, form-loving registrar tremble in his shoes with the prospect of losing his job. But the alert registrar will be deep in the process of developing new methods of recording educational progress and new techniques for determining eligibility for extra-curricular activities, for awarding scholarships and scholastic honors, for determining what constitutes "residence" when the students are not required to enrol and when attendance is optional.

In accomplishing these ends, no one thing is of greater importance than affiliation with the American Association of Collegiate Registrars. Much may be gained by studying the *Bulletin*, which includes a full report of the annual meeting and many other valuable reports and studies. But it is in actual attendance at the annual meeting, that the full benefit of this affiliation is derived. There one is able to make personal contact with the leaders in our profession from all over the country, such as Mr. Gillis, from whom I have quoted extensively, and a host of others. In the large majority of institutions we registrars play a lone hand. There are no others in our own particular field. Through attendance at the national meetings this handicap is overcome; we are able to keep in touch with modern progress and receive inspiration for the better and wiser conduct of our work. I would not for a moment minimize in the slightest degree

the value of your state meeting. In fact, my remarks only serve to emphasize it. But in the national meetings these benefits are multiplied many times over. And this applies not only to your own professional development, but also to the welfare of your institution as promoted by the efficiency of your office. I say to you, therefore, that you need not hesitate to use these arguments with your presidents in urging them to make it possible for you to attend the national meetings of our association.

In conclusion, I feel that I can not do better than quote from your own Charles E. Friley, whom I know you love and respect even more than I do because you know him better, and who is so rapidly progressing to higher fields of usefulness: "It remains to be seen whether the registrar has the vision to take advantage of this unique opportunity for directing future academic policies and progress. The office can pursue the even tenor of its way, calm, placid, peaceful and somnolent, being looked upon as a mausoleum for the repose of student records, from which issues occasionally a ghostly and ghastly statistical report, dry as dust, which quickly finds another and usually permanent tomb in the bosom of the president's annual report; or, the office may be a fascinating center of educational research, having as its guiding genius a registrar familiar with the history of higher education, trained in educational techniques, abreast of educational tendencies, in close touch with every aspect of the educational program, able to write sermons from statistics and to compose romances from records."

New Standards for Old

W. P. SHOFSTALL

It seems little more than fantastic that many of our college and university faculties find much of their self-respect in the enforcement of so-called academic standards for whose existence few of them can produce one iota of valid objective data. Any who doubt this, need only study the differences between students in the freshman and senior classes as shown by the official records in almost any university or college. They will find only that the seniors have accumulated more semester hours and honor points, and that they are, on the average, nearly four years older. True it is that these data are objective, but are they valid? Do they measure the objectives of a college education? It would seem infantile to discuss the point further were it not that credits and grades are the only measures generally accepted today by institutions of higher education.

This condition exists despite the fact that since 1931 the American Council on Education has been attacking the problem of measurement in higher education on a national scale through its Committee on Educational Testing. Their results have been consistent in showing that present day bases of promotion from freshman to senior class amount to little more than a requirement of "time-serving." As stated in their last report,¹ "it is obvious that both individual credits and institutional accreditation have been granted on the basis of conditions, influences, and conduct which, although important for certain purposes, are far from being determiners or adequate criteria of the types of achievement measured by the tests used in this program."

But, the critical person may point out, the fact that our present measurements do not indicate growth is not proof that growth does not take place. This criticism is justified, and is really the crux of the discussion here. Everyone who deals with students in colleges has complete confidence that significant changes in students do take place as a result of the four years spent there. In fact, none are more positive in their recognition of this than those who have studied the problem most thoroughly. To quote again from the report of the Committee on Testing of the American Council on Education,² "It

¹ American Council on Education: Committee on Educational Testing, "The 1935 College Sophomore Testing Program," *The Educational Record*, XVI, 4 (October, 1935), p. 471.

² *Ibid.*

is more than probable that these students achieve social and some intellectual values in passing from the freshman to the senior class; . . . " Or, if we turn to the one institution in the country which has faced this problem most squarely, we find C. S. Boucher, formerly of the University of Chicago, saying,³ "Our major efforts at present are confined to the measurement of some of the results in mental and intellectual attainments from the pursuit of our academic courses of study. Though we do all that we can to provide a setting conducive to the wholesome development of the social, moral, and physical well-being of our students, we have not as yet set up accurate measurements of attainments along these lines for the award of a degree. However, some significant experimentation is under way in an attempt to find accurate measures for these other types of significant products of the educational process."

Thus, it is quite obvious that there is need for valid measures of the objectives of education before much intelligent enforcement of standards can even be begun. The faculty of Stephens College has, in common with almost any other faculty, a desire for high standards for graduation. A study of the problem has presented the fact that if anything more than verbalization is to result, the group must know (1) what they mean by high standards and (2) how to attain the standards upon which they agree. A description of the work of this faculty toward these two goals is the purpose of the remainder of this discussion.

The things which are significant in the lives of people are not the roads they travel, but rather what they see, what they do, and what they think while traveling the road. In like manner, the distinction between the ideal and the non-ideal student lies not in the courses taken, but rather in the manner in which the courses are pursued. From this point of view, in establishing standards for graduation, it is necessary, first of all, to arrive at a definition of what constitutes a desirable student.

The college has accepted the principle that the faculty as a whole should set up this definition, the belief underlying this decision being that the standards of the faculty will be the actual standards in any case, and to set up others would only be misleading to all concerned.

One way to arrive at this faculty definition of what the approved student should do is to have each member of the faculty write out a

³ Boucher, C. S., *The Chicago College Plan*, University of Chicago Press, 1935, p. 78.

number of statements descriptive of his idea of the desirable student, probably with a specific student in mind, and have these statements pooled, and from them are selected those which appear most frequently and which are least over-lapping. For the last two years we have used a list of statements selected in this manner.

A second way to discover the faculty's definition of the ideal student is to have each member of the faculty rate various students according to his ideal and then ascertain the observable differences between the student who has been generally rated as near the ideal and the one who has been generally rated as far from the ideal. At the end of the last school year this method was employed. One hundred students who were well known to twenty or more faculty members were rated in social and academic adjustment. The judgments of all faculty members rating a student were combined to indicate how near the ideal each student stood. After this index of desirability was secured, the statements previously used, together with a number of additional statements evolved by a faculty committee, were studied to see if they represented a form of behavior which was present in the ideal student much more frequently and fully than in the non-ideal student. Each statement was also checked to see that it did not overlap the others.⁴ Only those statements which survived these two rigid tests were retained as statements of Stephens College standards.

The objections to this method for defining the standards of an institution quite logically arise here. These objections may be stated as follows:

1. Is a faculty competent to set its own standards, or should those standards be supplemented by a few "frontier thinkers"? Accepting the idea of contributions from "frontier thinkers," how effectively can a faculty enforce standards it does not recognize?

2. Is it enough to consider only "observable" behavior? If not, can standards dependent upon non-observable behavior be enforced or urged?

3. Can those statements which are significant as *descriptions* of ideal behavior be used as goals? Can a goal be set in terms of effect as well as in terms of cause? Descriptions of ideal behavior are standards set in terms of effect. Is that valid? Stated differently, is it likely that a student can learn to do all the things an ideal student

⁴ This checking was done by using coefficients of correlation.

does and not be ideal? Quite obviously, the answer lies in the ability of the faculty to set up a perfect ideal.

Because we do not consider the above objections crucial, we have established the following statements as the standards of Stephens College:

1. Her mastery of the subject matter is acceptable.
2. She does work expected without constant supervision or admonition.
3. She presents original ideas, and acts independently.
4. She assimilates the materials of her course into her living and thinking.
5. She is enthusiastic, and interested in her course.
6. She enters into the desirable social life of the school.
7. She shows consideration for the rights and interests of others.
8. She follows a well-organized plan of time allotment.
9. She creates a favorable impression in her social life.
10. She displays original ideas and initiative (outside the classroom).

These standards are stated in terms of behavior which was observed much more frequently in a group of students representing the ideal of the faculty than in a group not representing this ideal. Such behavior as relates directly to health, morals, and honesty was not included, either because these forms of behavior could not be observed definitely enough to show difference between ideal and non-ideal students, or because these were represented in some of the other statements selected.

With a statement as to what we mean by high standards clearly set down before us, we must next determine just what we are going to do to attain these standards. Methods for getting any group to attain any standard constitute a realm of disagreement.

Two general views seem to be most often considered. One view is that the standards should be set up, and the person failing in attainment should be severely punished. This method has been unsuccessful whenever emphasis has been placed upon the severity rather than upon the certainty of the consequences. It has been proved beyond reasonable doubt that present generally accepted practices are either so severe that the certainty of punishment is impossible, or so uncertain that the severity does not serve to raise standards.

A second method involves a shifting of emphasis from punishment

and reward to guidance or education. In government we have seen the fallacy of trying to legislate standards rather than considering laws as interpretations of the standards of a people. Those in educational circles have blindly fallen into the same error by attempting to legislate education. Consequently, we have innumerable systems of grading. To illustrate this fallacious tendency, we have in Stephens College a volume of forty pages crammed full of the legislated details which a student must follow if she is to transfer to a middle western college or university.

At this point we can perhaps agree that a combination of the two extreme methods is desirable. We must seek the proper balance between punishment and guidance.

Any grading plan must be both reliable and valid. A reliable measure is one which measures accurately whatever it measures. A valid measure is one which measures well whatever it purports to measure. Measuring the distance around a girl's head with a steel tape might be a very reliable measure, but if it purports to measure intelligence it would not be a valid measure in any sense.

At Stephens College we now have objective evidence that our method of grading is as reliable as any in existence today except one which is based entirely upon objective examinations. We know, for example, that if we had some way completely to erase all record and memory of grades the day after our faculty had reported them, a second grading would agree with the first better than in any grading system we have ever had. We have used our present rating plan for the past two years. By comparing the rating of one-half the teachers of a student with that of the other half, and applying proper statistical procedures,⁵ it was found that the coefficient of reliability in these ratings is .74, while the best that had been achieved by traditional grades was .68. Thus we are proceeding with the knowledge that our technique gives us a rating as reliable, if not more reliable, than any we have had heretofore. (See Table I)

Since this grading is done purely upon the basis of the clearly defined standards that we have evolved, we believe that it combines an excellent example of a grading plan that is both reliable and valid. But a grading plan must be supplemented by a teaching plan if we are to raise standards.

The first step in any teaching program is the curriculum, and a second is the guidance of the student in a mastery of the curriculum.

⁵ Spearman-Brown prophecy formula $\sqrt{NN} = N^r/1 + (n-1)r$.

TABLE I
RELIABILITY OF RATING GIVEN STUDENTS IN
STEPHENS COLLEGE

1913-14 to 1934-35 (five year intervals)

YEAR	NUMBER OF STUDENTS (ONLY JUNIORS USED)	COEFFICIENT OF RELIABILITY	
		FIRST SEMESTER	SECOND SEMESTER
<i>Traditional Grades</i>			
1913-14	50	.65	—
1918-19	112	.59	.55
1923-24	258	.62	.61
1928-29	339	.68	.67
<i>Ratings</i>			
1933-34	400	.69	.73
1934-35	500	.71	.74

Theoretically, at least, every girl has a different course of study since we propose to consider the individual student's needs and interests. Furthermore, there are certain areas of functional knowledge with which we hope every student will become acquainted. These areas include health, humanities, social studies, psychology, English, philosophy, and consumption. But, as stated before, the things which are significant in the lives of people are not the roads they travel, but the things they see and do while traveling. This does not mean courses are unimportant. We want all our students to have a definite training in health knowledge and habits, for example. We know, however, that if a student is to place herself above other students, she must display such forms of behavior as originality or wise use of time while carrying the course which best meets her individual needs and interests. In other words, in addition to the academic curriculum a student follows, there must also be a conduct curriculum. This is just another way of saying that the only education which has meaning is that which expresses itself in the actions of people.

Within each of the ten areas of behavior which we believe are significant for the ideal student, we have selected more detailed statements of conduct that the student must follow if she is to attain each of the standards. For example, we have the general standards and more specific statements of conduct as follows:

General Standard

1. Her mastery of the subject matter is acceptable.

Examples of Conduct

1. She takes an intelligent and constructive part in discussion.

2. She does work expected without constant supervision or admonition.
3. She presents original ideas, and acts independently.
4. She assimilates the materials of her course into her living and thinking.
5. She is enthusiastic, and interested in her course.
6. She enters into the desirable social life of the school.
7. She shows consideration for the rights and interests of others.
8. She follows a well-organized plan of time allotment.
9. She creates a favorable impression in her social life.
10. She displays original ideas and initiative (outside the classroom).
2. She does more than the minimum.
3. She initiates alternative procedures.
4. She asks intelligent questions.
5. She suggests interesting areas of exploration in the course.
6. She participates in dormitory activities.
7. She never intrudes upon the study time of friends and hall mates.
8. She follows a carefully planned time schedule.
9. Her voice is pleasant and effective.
10. She is recognized as a leader.

The above statements are samples, and suffer from incompleteness, but similar statements make up the "conduct curriculum." Like the larger areas or standards, they are constantly subject to change, either in the addition or subtraction of statements or in the improvement of wording.

We have then set up a program which, first, enables the student each six weeks to check her own reactions to this curriculum and, second, allows faculty members to check student reactions to the curriculum. This faculty checking may be done in the presence of the student or not, as the faculty member sees fit. The student's general mastery of this curriculum is then numerically determined, and her general standing in terms of the entire student body computed by office workers. Finally, the student and her adviser carefully examine the results of this evaluation in order to direct her learning for the next period and make a summary report for the student and her parents.

The details of this evaluation are quite simple. The student selects five teachers to grade her in the five general areas of classroom behavior. She tries to select, for each item, the teacher of the course in which she has the greatest opportunity to display that particular type of behavior. Her adviser⁶ is definitely responsible for two of the

⁶ At Stephens College there is a system of personal advisers whereby every student has an adviser and no adviser has more than ten or twelve advisees.

areas, the head of her residence hall, for two, and the sponsor of the activity representing her dominant out-of-class interest for the other. Thus, all ten areas are accounted for. The student then makes her own evaluation of herself and takes it to the various faculty members so that they may complete the evaluation either with the student or alone, as they see fit.

Certain faculty members outside of those selected by the student or those specifically designated as responsible have an opportunity to observe the student. Provision is made to give the student the advantages of these observations through supplementary reports which may be filed by any faculty member for any student on any item. Likewise, a student has the privilege of asking any faculty member to file a supplementary report if she feels this faculty member has had an unusually good opportunity to observe her.

Thus, a conduct curriculum is developed and a method provided for the functional guidance of students in their responses to it. The method is one which, we believe, will best lead to an attainment of valid graduation standards.

Finally, in order to give official sanction to this program, the cumulative record of the student's work has been developed as indicated by the outline below:

CUMULATIVE RECORD

(For the purpose of reaching a final judgment in describing or graduating the student at a given time.)

INFORMATION

TYPE OF DATA

- | | |
|----------------------------|---|
| I. Nature of curriculum. | A. Record of the student's course of study, including curricular and extra-curricular activities. |
| II. Success in curriculum. | A. Objective test data for broad fields rather than by courses (knowledge). |
| | B. Objective data regarding the significant conduct of the student both in and out of class. |
| | C. Objective data regarding the student's mastery of fundamental skills. |

For practical reasons, the American Council College Sophomore Examinations are used to provide the data regarding the general knowledge possessed by the student. With the exception of work in

the field of written and oral English mechanics, little has been done in the selection of the fundamental skills or their measurement.

But the direction of the study is very clear, and the results obtained to date are quite positive. We are seeking and obtaining valid measurements for all our objectives. We are measuring more than intellectual attainments. Furthermore, we are setting standards which exist in the lives of our students and also appear on our official records. There are real and observable differences between students who attain the standards and those who do not. This difference is decidedly greater than that which official records in most colleges and universities show between students who have completed, for example, 120 semester hours and students who have completed 90 semester hours of work.

THE ANNUAL MEETING

All good registrars will assemble at the Statler Hotel in Detroit on Tuesday, April 14, 1936, for the twenty-fourth annual convention. Alan Bright, President, has been working hard for weeks in preparation of the program which will be published in the April number. Watch for it.

The attendance at Raleigh last year was the largest since 1930 at Memphis, except the two meetings at Chicago in 1932 and 1933. This indicates that the Detroit meeting has a chance to have the largest attendance ever. The attendance at Raleigh was within forty-seven of the 1932 meeting at Chicago which established a record. Times are better and Detroit is almost as favorably located as Chicago. These two factors should be good for more than forty-seven people.

Mr. Baldwin, Chairman of the Committee on Local Arrangements, is going to be disappointed if his meeting is not the largest ever. Perhaps he can induce Mr. Ford to give one of his new V-8 streamlined puddle-jumpers to the registrar who travels the greatest distance and succeeds in not being robbed while he sleeps. Those who were not at Raleigh may not get the point of this. Anyhow, do not worry about being robbed at Detroit. The Statler service would reimburse you.

Conflicts Facing the Changing College¹

JORDAN T. CAVAN

For twenty-odd years we have been reading discussions concerning the American college. Much of this material is criticism included in suggestions for change and improvement; it comes in large part from persons who want to make the college better—because they love it and serve it. Briefly, I shall try to summarize this body of criticism, using chiefly a series of questions.

1. What is a *college*? Historically it is a corporation with legal authority to confer degrees. In 1870 the students taught by employees of some of the corporations were chiefly or wholly secondary students in the academy. In 1890 some of the leading corporations with the title of college had come to spend most of their money in graduate and professional teaching, that is, on post-collegiate instruction. These are extreme types: both types were colleges—and both types continue. The academy and the institute, in 1850, were clearly institutions of lower rank than the college. Yet today we call the eminent collegiate institutions of the Army and the Navy at West Point and Annapolis, the military and naval academies! Noteworthy graduate work and Nobel-prize winners exist at two ranking institutions of higher learning, *institutes* of technology at Boston and Pasadena! What's in a name?

2. What *is* a college? Is it a school—schooling, instruction, teaching? Is it vocational training—for the accountant, the cook, the statistician? Is it a teacher-factory—do the students elect French or chemistry for personal development and cultural values, or as a trade tool to enable them to teach French or chemistry? Is it an atmosphere—an environment, an inter-acting group with folkways, mores, ideas, and habits that make one permanently different for having lived in it? Is it a way of thinking and learning, or is it what is learned; a method of work, or a body of content; procedures and habits of learning, or the body of data and generalizations to be learned? Is it backward-looking or forward-looking—does it level its sights at the Athens of Pericles or at the Utopia of the millennium? Let us sub-divide this question.

3. *What* is a college? Is its essential ingredient courses, a glorified

¹ Abridgement of an informal address before the Illinois Association of Collegiate Registrars at Rockford, Illinois, October 24, 1935. Chosen as the best contribution to that program.

country-club life, or a cultural atmosphere? In Europe, the situation seemed reasonably clear. In France, the university selected and trained an elite in an unquestioned pattern. In Germany, the university trained competent specialists, and did it well; incidentally, a leadership class was created. In England, we found pass courses and honors courses; apparently one program successfully veneered with culture country gentlemen who returned to their inherited estates and hunted foxes; the other successfully turned out first-rate scholars and intellectual leaders. In the United States—who agree as to just what a college is? Let us listen to the coiners of arresting phrases. “An institution to confer exclusiveness upon the multitude”—the author of this phrase thinks the college is a club. McConn suggests that some colleges appropriately might be labeled “collegiate kindergartens.” “A parking station to spare parents while their children recover from adolescence,” and so on, say the phrasemakers.

Is the college-product a man, a gentleman, or a specialist? Is the college trainee an adult, or a child? It is interesting in a given institution to try to reconcile public addresses, which imply that he is an independent-minded adult, with detailed procedures and regulations which imply that he is a dependent child who can only be safeguarded by having the details of his conduct prescribed for him. One sympathizes with the foreign student who said: “Every time I begin to get absorbed in a book, a bell rings and I have to start talking about or reading a different book.” Forel somewhere stated that he felt that in the university of the future it would be required that every student be married and settled down before he was allowed to begin the university course. If that canon were applied, how different our colleges would seem! He was visualizing a community of adults.

4. Is the college to stress cultural or practical education? How shall we deal with the liberal-arts ingredients in relation to the vocation-preparing ingredients? In other words, what part of the college's endeavor shall be addressed to *general* education?

Restating, we may ask at what point shall we transfer from primarily general to primarily specializing work? Four patterns are evident in practice.

(a) General education can end with the Bachelor's degree. The graduate in collegiate work at Harvard or Princeton after four years of general training passes to a post-Bachelor's school of law, medicine, etc., to begin special training for three, four, or five years. It

is an efficient system; is it a democratic one? How many of America's families can afford to finance a son through so long a program?

(b) General education can end with the high school. Most "colleges" and curricula of engineering, business, agriculture, etc., offer primarily specialized training for a vocation; whatever general education has been absorbed in high school has to suffice. This increases opportunity; is it efficient? Are eighteen-year olds mature enough to profit from rigid professional training? Have they had enough general education?

(c) General education can end *vaguely* with the sophomore year. Most college programs break indefinitely at the end of the second year—the freshmen and sophomore years are more or less general, stressing distribution of courses among departments, the last two years are more or less specializing, with courses built around the needs in the major departmental field. Our diversity in administering this scheme suggests that we little agree on just what practice is best. As the prevailing form of college organization was built during a stage in college development when purposes were different, the historic organization adapts itself to the problem of specialization only with much difficulty. Two points stand out: (1) we refuse (or at least we fail) to encourage the student migration from institution to institution so frequently noted in Europe; (2) at the undergraduate level every college offers a major in physics, many in bacteriology and in violin. Just how many *more* physicists, bacteriologists, and violinists does the United States need each year? "Does our machinery which discourages migration (and thus creates some departmental sequences either prohibitively expensive per major student graduated, or else woefully underfinanced and inefficient) serve the interests of the student or the institution," asks the critic; after all, did the donors endow colleges to benefit the teachers or to benefit the students?

(d) General education can end *definitely* with the sophomore year level. Europe tends to have a clear breaking-point—between the secondary school and the university. Most writers think this point is approximately at the curricular level reached by the end of our sophomore year. Some institutions in the United States are beginning to face the problem squarely. One aspect of the University of Chicago innovation is a clear-cut distinction between the general and the specialized. The junior-senior, departmental-major work becomes integrated with the work for the Master's degree. This

unit thus tends to become parallel with the professional schools—to become a professional school for teachers, researchers, and scholars; not just general education carried on for two or three more years.

5. Is the college a secondary or a higher school? In part this is an aspect of what was just discussed. The old college, some say (see Koos on the junior college) was a mixture of both. Alongside the old college were parallel separate institutions for engineering, art, and teacher-training (note we now say teacher-preparing institutions, which indicates a marked change in our philosophy). New conditions increasingly bring these diverse activities as parts of a single institution. The General College at the University of Minnesota and the New Plan at the University of Chicago represent a point of view which tends to separate secondary and higher work. Usually we try to split the curriculum into an upper half of concentration sequences and a lower half of distribution groups, but to keep intact the old structure of the organization. In other words, we move toward putting the curriculum on the new basis but keep on the old basis such items as equipment, administration, and institutional loyalties. The problem becomes concrete when we ask: should colleges grant a degree (Associate of Arts) at the end of the secondary portion of college curricula? Thereafter, should each given college do few things well, and then tell the student who wants to specialize in some other field—perhaps geology, bacteriology, law, or kindergarten, or violin—to go elsewhere to a place that does so specialize?

6. Should colleges come off a Ford assembly line? Should they be standardized—be alike? The old point of view said they should—if a college was different, it was not “maintaining standards.” Today we feel increasingly that colleges should be as different as the tasks they undertake; within an institution the machinery should vary as much as the kinds of students to whom it is applied. Colleges once were quite unlike—then came the standardizing movement. Now, “accredited colleges” are nominally alike—though who feels they really are? Of course, *we* conform to the sacrosanct pattern, but we doubt if all our rival colleges do! The critic notes a need for individualization and differentiation, both as between institutions, and within an institution. Colleges should be as different as tasks are different. The idealist hopes for a day of many different institutions, each staking out a rather unique field, and doing that task well. Possibly

the North Central Association's revision of standards will lead us this way—perhaps such theorizing as McConnell's and such facts as those presented by his Committee on Educational Testing will drive us that way.²

Should colleges be standardized? Uniformized? No, quite the opposite. Honestly branded, realistically classified? Of course. Perhaps, however, students should be standardized, classified, branded—honestly, realistically. That might give in turn a realistic basis for classifying colleges. Perhaps then we could know what a given college really was—its *distinctive* purposes, its type—the levels of student ability selected for admission, and, that given, the results secured with that quality of material. Today, we read the effusions of our hated rival-college's publicity man and recruiting agent and feel that that institution is rather claiming to be all things for all men.

7. Are colleges democratic? Certainly they aim to be; they hope to be equally open to all; the critic adds—all whose fathers have a big enough income to spare \$800 in cash each year for the purpose. True, there are tax-supported institutions with free tuition, and in all some few scholarships are available. But the degree of financial selection remaining gives us something to explain—in a world committed to the democratic dogma. Scholarships are available for how many—ten per cent of *potential* qualified applicants? Students can work, of course. But just how much is lost to their education by time and strength diverted to waiting on tables, firing furnaces, doing work in competition with, and at wage rates based on, the lower level of unskilled labor? Possibly even more democratic equality of opportunity can be achieved in coming decades.

Colleges are charities, philanthropic, eleemosynary institutions, free from the crushing property taxes that private industry bears, exempted from inheritance taxes. Approximately half of the cost of running private institutions comes from these charitable gifts or their yield when invested as endowment. That is to say, *every* student is a "charity patient," regardless of his individual merit or demerit. From charity comes half the cost of educating the son of the richest man in town, the "dumbest freshman who flunks out in February," the prom-trotting butterfly, the chapter-house loafer, or the "exclusively-an-athlete" matriculant.

² McConnell, Max, "Examinations Old and New: Their Uses and Abuses," *Educational Record*, XVI (October, 1935), 375-411; also Committee on Educational Testing, "The 1935 College Sophomore Testing Program," *ibid.*, 444-81.

8. Is the single degree fallacious? What is a degree? On some campuses students talk as though it is just a paper certifying that they have made four payments of yearly tuition. Elsewhere they imply that it is a certification that they are the cream of the high-school crop—plus four years of rigorous processing, plus rigorous selection from among originally superior material. Oxford has two degrees, one for ordinary folk and the honors degree for the potential scholar and specialist. California has used two high-school credentials, one certifying that the student is ready for admission to the rarefied atmosphere of the university, the other certifying that he has gained what he could from four years of exposure to general (secondary) education. Why not? Would it not contribute to honest branding to have degrees certify (a) that the student has had four years of general education, or (b) that his Alma Mater thinks he is the stuff of which are made potential physicists, economists, Latinists, candidates for research training in a graduate school?

Is there a suggestion for us in the long-abandoned practice of our colleges of Civil War days of giving the Bachelor's degree, at the end of the sacrosanct four years, to each member of the class, with the exception of a couple of gifted deviates who were handed a Master's degree for the same number of years of work? Perhaps our line of progress is toward the past. We may come to such unorthodox reversions; the University of Chicago apparently has.

9. Do we definitely know our purposes, can we exactly appraise our results? Time prohibits so lengthy a problem being raised here. Are we satisfied with our alumni? Are they enough different from their high-school classmates who did not have the advantages of a liberal education? (Make the comparison, of course, only after you have partialled out intelligence and social-economic status.) Remember, it is our alumni who have given us million-dollar, white-elephant stadiums, when what we really needed was a hundred-thousand dollar addition to the library stock, or possibly money to spend on teaching.

10. Is the future of the small liberal-arts college in the past? Such a question was asked after the Civil War, and after the panic years of the 1870's, but by the supporters of the academy. We have just had a war, and a panic, in our generation. The then-dominant institution, the academy, did drop from sight, with such bewildering suddenness that it is today almost forgotten, its history almost unwritten. Apparently, the academy did not meet the social needs

of a new generation, and could not adjust itself to meet them. (I doubt if it realized the situation, or consciously tried.) A struggling new institution, the public high school, did meet needs, and took the center of the stage and absorbed the national growth in secondary students into its own enrolment. We may then hazard the prediction that the college's future lies ahead in so far as it can keep itself flexible enough to meet the changing social needs.

11. Has the small liberal college a unique rôle as an effective developer of attitude, sense of responsibility, abiding interests, taste, character, morals? We have all met countless pages and arguments on this. I *believe*, under favorable conditions, it can and does develop these qualities. But where is the proof, the flood of *conclusive* research studies on the point?

INFORMATION FOR NON-MEMBERS

The editor believes that many of the readers of this complimentary copy would profit by receiving the *Bulletin* regularly. Last year it contained approximately four hundred pages of studies and reports representing the best work of the profession. It will be larger this year.

The *Bulletin* is published as a quarterly in October, January, April, and July. The July number is a large number, usually between 250 and 300 pages, and carries the proceedings of the annual meeting, including all of the papers and addresses. This number, which has been sent to you as a sample copy, is typical of the other three numbers. The April number this year will contain a revised Directory of Registrars.

The Constitution of the Association as revised last year provides for active membership for officers in charge of registration and admissions and associate membership for members of the staff. Active memberships may be either institutional or personal, which means that the officer may pay the membership fee or himself pay it out of institutional funds. Active members receive the *Bulletin*, and are entitled to all of the privileges of the Association. Associate members receive the *Bulletin* but are not eligible to vote in the Association.

Furthermore, any person who is not eligible for membership, or does not care to become a member, may become a subscriber to the *Bulletin* by paying the regular subscription price.

Scholarship of F.E.R.A. and Other Students at Pennsylvania State College¹

WILLIAM S. HOFFMAN

This paper was written at the suggestion of the President of the Pennsylvania State College after he had asked for some evidence as to the relative success in college of those students receiving F.E.R.A. aid. During the present academic year many students in most colleges of the country are receiving Federal aid under the National Youth Administration. For the two preceding years the aid was given under what was then known as the Federal Emergency Relief Administration.

Several results are being obtained directly with these expenditures: first, a considerable number of students are enabled to continue their education after their private resources are virtually exhausted; second, by being enabled to continue in college, the home community is relieved of a potential addition to the relief rolls; third, a considerable number of young men and women are removed from the ranks of youthful unemployed; and, fourth, they are being inured to the necessity of working to obtain funds. In its immediate bearing on the unemployment situation, the F.E.R.A. expenditures have exactly the same effects as the C.C.C. camps, and at less than half the cost. In the C.C.C. camps the boys get \$30 a month in addition to board and lodging; from the F.E.R.A. fund they get \$15 a month, and for a shorter period.

A college, however, is not conducted as an institution for the segregation of indigent youth. It has very distinctive objectives of its own which have as little connection as possible with the financial status of its students. These objectives, stated broadly, are general higher education, professional training, and scholarly achievement. Other activities of, in, and accredited to college life ultimately must be measured by their bearing on these fundamentals. The purposes of the college, then, are quite different from the immediate aim of the F.E.R.A., so that an examination of the influences of the F.E.R.A. on the educational objectives of the college is of importance to education.

¹ Rewritten from an article entitled "F.E.R.A. Students Do Well" appearing on the education page of the *New York Times* on Sunday, June 23, 1935.

To obtain some data on this subject, a study was made of the scholastic standing of students at the Pennsylvania State College who were obtaining F.E.R.A. aid, during the academic year 1934-35, in comparison with students who were not obtaining such aid. As 4,491 students were involved in the study, of which 555² had employment with F.E.R.A. funds, it is believed that the number is sufficiently large to be indicative.

The scholastic standing is taken as a measure of achievement in those purposes for which the college exists. While it is not perfect, and annually calls forth its quota of protests, grades still remain the best common denominator available, especially for quantitative studies. The grading system employed at Pennsylvania State registers failures with -1 and -2, passing grade as 0 and the highest mark as 3. The marks are combined with a system of grade points which virtually requires an average of 1 for graduation.

For the first semester of the year the average grade of the 3,669 men was 1.23 and the average for the 822 women was 1.49. In these two groups, those who received F.E.R.A. employment were then segregated and compared with those who were not so employed. The relative standings were:

	MEN		WOMEN	
	NUMBER	AVERAGE	NUMBER	AVERAGE
F.E.R.A. employed	468	1.50	87	1.66
Non-F.E.R.A. employed	3,201	1.19	735	1.47

The higher scholastic rating of F.E.R.A. employed students might suggest that students offered this aid were selected from among the higher standing students, but such was not the case, except in a few cases in deciding between two equally needy students when the question of previous scholarship was, on occasion, the deciding factor.³ Federal regulations were such that approximately half of the F.E.R.A. jobs were given to freshmen, and none of these were selected with any reference to their high-school ranking; those chosen from the upper three classes were selected on the basis of need as indicated by a carefully prepared questionnaire.

² The quota set for Pennsylvania State College was 524 but, due to transfers and fractional assignments, 555 actually enjoyed the use of these funds.

³ A larger per cent of F.E.R.A. students ranked in the upper fifth of the high-school class, but this does not invalidate the conclusions as demonstrated by the analysis by fifths.

The decided superiority of class room accomplishment of F.E.R.A. students over those not so employed, led to further and more detailed study of the records. Students are admitted to the Pennsylvania State College very largely on the rank of the applicant in fifths of his high-school graduating class. Many studies have been made to check the reasonableness of this procedure, and none of them has ever given any indication that the method of selection is unsound. The superior high-school students invariably prove to be the better college students.

In continuing the analysis of the relative scholastic standing of F.E.R.A. employed students with those not so employed, reversion was made to this high-school standing. Parenthetically, attention may be called to the progressively better standing of students in the higher division (fifths) as substantiating this method of granting admission to the college. Here the data uncovered are:

RANK IN H.S. GRADUATING CLASS	MEN			
	F.E.R.A. STUDENTS		NON-F.E.R.A. STUDENTS	
	No.	Av.	No.	Av.
First fifth	200	1.88	1,107	1.50
Second fifth	133	1.27	904	1.16
Third fifth	70	1.19	600	.94
Fourth fifth	29	.97	301	.73
Fifth fifth	15	.95	209	.52

RANK IN H.S. GRADUATING CLASS	WOMEN			
	F.E.R.A. STUDENTS		NON-F.E.R.A. STUDENTS	
	No.	Av.	No.	Av.
First fifth	55	1.98	413	1.78
Second fifth	20	1.29	201	1.21
Third fifth	8	.85	79	.88
Fourth fifth	2	.12	26	.68
Fifth fifth	—	—	15	.50

As long as the numbers involved are large enough so that the average reduces individual performance to the norm, the performance of F.E.R.A. students is superior to that of non-F.E.R.A. students; only in the groups comprising women graduated in the third and fourth fifth and where the numbers involved are eight and two respectively, are the non-F.E.R.A. students producing better scholastic averages than their F.E.R.A. employed college mates. From these data it appears that the employment of students on F.E.R.A. projects has resulted in improved scholastic work; that it has increased the effectiveness of the college in its fundamental purposes.

A number of factors may be contributory to this result, but these are postulates and not subject to mathematical analysis. In the first place, F.E.R.A. employment was given to students who needed the aid to continue their education; the students, therefore, may have been made more appreciative of the opportunity, and made greater efforts to profit by it. Then, in being required to work regularly 42 or 43 hours a month, the employment may have led to better budgeting of time with correspondingly improved results. Finally the projects were carried out under the supervision of the faculty which led to a quasi-apprentice relationship which gave the F.E.R.A. student the benefit of additional instruction and training.

However that may be, the results obtained at the Pennsylvania State College during the past year have been sufficiently beneficial to encourage the continuance of work of the F.E.R.A. type for as long as the need may exist. The advantages to the government were intimated before—that the same sociological results are obtained as with the C.C.C. camps, and at less than half of the cost. In addition, the aid given college students through the F.E.R.A. added to the number of citizens who are well equipped to deal with problems of our civilization; or at least have as much equipment for this purpose as the present formal educational processes of the nation provide.

Since the publication of the original paper, only one instance has been brought to the attention of the writer indicating that similar studies were made elsewhere. At the University of Southern California, according to statistical tests as recorded by Dr. Frank Toulton in the *New York Times* Educational Page for September 15, 1935, "F.E.R.A. students at the University of Southern California as a group made a higher scholastic record than that of the non-F.E.R.A. students. The difference was due to the greater earnestness of purpose prevailing in the F.E.R.A. group, and to the very nature of the F.E.R.A. work itself, which is characterized by its truly educative, eminently worth while and co-operative research features."

Grade Distributions in Colleges of South Carolina*

R. H. JONES

At the annual meeting of the South Carolina Association of Collegiate Registrars last year, a committee of three was appointed to make a study of grade distributions in the institutions of higher learning in the state of South Carolina. The committee was very much encouraged with the ready response of the majority of the institutions in sending in material to use in this report.

In recent years a number of extensive studies have been made very similar to the study that is here being presented to you. At a meeting of the Southern Association of Colleges and Secondary Schools in 1925, a committee of five was appointed "to make a study of marking in higher institutions with the ultimate purpose in mind of recommending to the Association a scientific procedure of marking college students that would eliminate personal opinion and place it upon a thoroughly scientific basis." The first report¹ of this committee was made by Dr. Shelton Phelps at the Association meeting in Jackson, Mississippi, in December, 1926. The committee's second report,² in December 1927, made the following recommendations: (1) four passing grades, (2) a qualitative standard for graduation, (3) the grading of students upon the basis of relative achievement in addition to an arbitrary standard, and (4) a quality point system. Shortly following the publication of this report many institutions of this state abandoned the grading system then in practice and adopted the system recommended by this committee. Practically every institution of higher learning in South Carolina from 1927 to 1930 adopted some form of quality point requirements.

The third report³ of progress of this committee was made by Registrar E. L. Gillis, of the University of Kentucky, in Fort Worth, Texas, in December, 1928. Mr. Gillis made a study of the distribution of all marks given at the University of Kentucky during a fifteen-year period. One very interesting phase of this report was the

* Report presented at the 1935 annual meeting of the South Carolina Association of Collegiate Registrars at Spartanburg, South Carolina. Selected as the best paper.

¹ *High School Quarterly*, Volume 15 (January, 1927), pp. 80-85.

² *Proceedings of the Association of Colleges and Secondary Schools of the Southern States*, 1927, pp. 259-61.

³ *Ibid.*, 1928, pp. 273-81.

variability in marking among institutions in the same department under similar class and course conditions. The assignment of *A* grades ranged from twenty-one per cent to six per cent. The distribution of marks by departments ranged from thirty-two per cent *A* grades to zero per cent *F* grades. In the study that has just been completed, we find a greater range of variability. The assignment of *A* grades range from forty-two per cent to two and five-tenths per cent, and the *F* grades range from zero per cent to twenty-eight per cent.



Missouri norm with a deviation of five each way.



South Carolina Colleges.



Southern Association - reported in 1928.

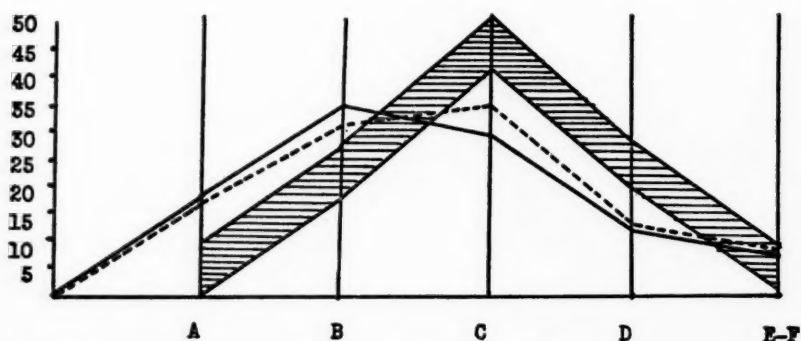


FIG. 1. South Carolina and Southern Association Grade Distributions Compared With the Missouri Distribution.

Your committee is sufficiently familiar with conditions in the institutions of this state to avoid the suggestion of regimentation of institutions toward a normal distribution curve. However, we are convinced that discreet use of the normal curve by the individual institution tends to reduce the variability and unreliability of teachers' marks.

Figure 1 presents, among other things, the suggested distribution of the Missouri curve with a deviation from the norm of five points. Such a distribution has its value, however, in the treatment of grades of a large heterogeneous group. No instructor is expected to follow such a distribution with a class of twenty or thirty students, irrespective of class or subject. Such a procedure would mean that

one student would be predestined to fail. If the pupil's preparation has been meager, he should fail. If the instruction has been faulty, the teacher should assume the responsibility of a high per cent of failures. As registrars we are often torn between two opposite ideas. Today we are earnestly studying methods by which we may reduce the number of failures and tomorrow we are saying to the instructors that they are not failing a sufficient number of students in order to conform to a normal curve.

TABLE I
TOTAL GRADE DISTRIBUTIONS OF THE ELEVEN
INSTITUTIONS

INSTI- TUTIONS	GRADES						
	A	B	C	D	E	F	QPR
1	15.96	26.20	27.62	16.36	8.32	5.53	1.81
2	11.60	31.77	35.50	15.35	4.72	1.15	1.34
3	11.16	28.13	32.26	17.63	5.77	4.42	1.22
4	22.00	43.16	22.00	9.14	2.84	.95	1.74
5	8.75	53.00	27.45	7.50	2.70	.43	1.60
6	22.15	26.70	25.28	12.32	6.80	6.64	1.43
7	26.48	27.56	32.40	9.58	2.45	1.41	1.66
8	23.54	32.16	26.80	12.42	3.54	1.82	1.62
9	12.74	49.78	23.76	8.19	3.63	1.71	1.61
10	21.67	32.88	28.27	10.79	0.00	6.57	1.59
11	14.50	29.80	30.80	16.00	3.60	4.80	1.34
Aver- ages	17.41	34.65	28.38	12.30	4.03	3.22	1.54

May we now analyze this study. This report is based on 36,338 grades received by students in eleven institutions. These grades were received by approximately 7,500 students enrolled in these colleges. More than seventy-five per cent of these students reside in South Carolina. Every county and every high school of the state is represented in the report. We have, therefore, a representative group of college students from this state.

Table I represents the grade distribution for all classes of the eleven institutions included in this report. The percentage of A grades in this table ranges from 8.75 to 26.48, and for F grades from .43 to 6.64. Figure 1 shows the distribution of grades in the institutions of this state, as compared with a suggested normal distribution and the distribution as reported⁴ by a committee of the South-

⁴ Gillis, Ezra L, "A Study of Markings in Higher Institutions," *Proceedings of the Association of Colleges and Secondary Schools of the Southern States*, 1928, pp. 273-81.

ern Association of Colleges and Secondary Schools made in 1928 and with the Missouri norm. If we are to take the Missouri norm and this study made by the committee of the Southern Association of Colleges and Secondary Schools as criteria, it appears that the number of *B* grades is too large and the number of *C* grades too small, as assigned by the instructors in the colleges of this state.

Table II, A, B, C, D, and E, represent the distribution of grades by colleges on the various class levels. The quality point ratio (Table III) places them in the following order:

Freshman courses.....	1.20
Sophomore courses.....	1.37
Junior courses.....	1.50
Junior-Senior courses.....	1.73
Senior courses.....	1.87

TABLE II
GRADE DISTRIBUTIONS OF FRESHMAN, SOPHOMORE, JUNIOR
SENIOR, AND JUNIOR-SENIOR CLASSES BY INSTITUTIONS

INSTITUTIONS		GRADES						QPR
		A	B	C	D	E	F	
A	1	14.75	27.77	29.60	17.65	6.42	3.80	1.29
	2	10.18	19.03	36.09	20.61	8.20	5.43	1.07
	3	9.16	20.50	31.63	22.04	8.91	9.11	1.00
	4	16.53	36.57	22.97	14.63	6.25	3.00	1.46
	5	4.75	32.52	30.95	16.17	12.03	2.80	1.10
	6	13.93	17.88	27.02	15.43	10.92	14.79	1.05
	7	14.35	39.86	31.31	18.56	1.80	4.01	1.54
	8	9.14	24.46	32.16	17.94	10.82	4.80	1.08
	9	10.65	40.55	26.50	10.91	7.10	4.50	1.39
	10	13.82	24.47	31.41	17.72	0.00	12.43	1.22
	11	9.70	21.60	31.20	22.21	5.15	9.23	1.04
	Averages	11.54	27.75	30.08	17.62	7.06	6.72	1.20
B	1	16.89	24.94	26.38	15.62	9.25	6.90	1.27
	2	11.42	22.36	31.06	23.09	10.06	1.80	1.10
	3	7.85	20.68	35.29	21.49	5.54	8.73	1.00
	4	18.10	47.80	22.50	7.00	3.61	1.02	1.72
	5	8.24	47.45	32.33	9.25	2.60	.16	1.52
	6	14.44	26.24	25.64	14.79	11.32	8.36	1.21
	7	17.99	25.43	38.34	12.68	2.45	2.18	1.43
	8	25.13	33.28	24.48	11.62	3.70	1.62	1.66
	9	4.52	49.07	20.10	17.00	4.99	4.23	1.32
	10	12.15	29.93	37.55	13.58	0.00	6.84	1.58
	11	10.30	28.09	30.15	22.00	5.26	4.07	1.19
	Averages	13.36	32.30	29.44	15.28	5.34	4.17	1.37

A. Freshmen B. Sophomores

TABLE II—(Continued)

INSTITUTIONS		GRADES						
		A	B	C	D	E	F	QPR
C	1	—	—	—	—	—	—	—
	2	11.68	35.84	39.46	12.00	1.26	.71	1.46
	3	12.29	25.52	33.60	18.39	6.43	3.85	1.22
	4	27.00	30.51	33.91	8.60	0.00	0.00	1.76
	5	11.67	59.80	25.08	4.75	.14	0.00	1.80
	6	11.97	21.56	24.68	18.18	13.21	10.38	1.04
	7	29.88	19.40	30.35	13.46	6.93	0.00	1.59
	8	11.12	39.89	38.31	9.62	.70	.25	1.51
	9	18.12	32.52	27.82	11.36	7.79	2.35	1.47
	10	24.72	32.00	26.22	10.31	0.00	6.76	1.64
	11	15.43	30.30	39.00	10.41	2.06	2.69	1.46
	Averages	17.39	32.73	31.84	11.71	3.85	2.70	1.50
D	1	—	—	—	—	—	—	—
	2	16.67	40.00	33.83	8.56	1.32	.09	1.64
	3	13.21	32.28	32.52	13.54	6.77	1.06	1.37
	4	29.90	45.14	21.61	2.40	1.70	0.00	2.02
	5	12.32	66.44	16.47	2.13	2.50	0.00	1.86
	6	55.14	13.62	29.65	.74	.74	0.00	2.22
	7	48.47	30.73	17.80	1.00	1.40	.60	2.25
	8	—	—	—	—	—	—	—
	9	16.10	49.20	29.05	4.76	1.70	0.00	1.76
	10	28.00	39.20	24.60	5.31	0.00	3.00	1.87
	11	28.09	41.20	21.84	6.75	2.43	.27	1.89
	Averages	27.54	39.8	25.26	5.02	2.06	.56	1.87
E	1	—	—	—	—	—	—	—
	2	9.80	33.25	26.15	16.32	4.46	0.00	1.22
	3	27.99	41.79	24.05	4.00	2.16	0.00	1.92
	4	29.03	44.80	15.30	10.55	.38	0.00	1.92
	5	13.80	56.43	25.56	3.73	.14	.10	1.80
	6	12.56	47.11	32.00	8.33	0.00	0.00	1.64
	7	23.26	33.76	32.80	7.58	2.10	.50	1.70
	8	32.81	37.43	21.39	7.14	.68	0.00	1.95
	9	—	—	—	—	—	—	—
	10	—	—	—	—	—	—	—
	11	18.04	41.40	30.00	8.20	.70	1.50	1.67
	Averages	20.91	41.99	25.91	8.23	1.35	.37	1.73

C. Juniors

D. Seniors

E. Junior/Seniors

To what may we attribute this large percentage of low grades received by freshmen? Is it due to the fact that the "weeding out process" or selection of students is taking place? Is it due to the fact that freshmen have not been taught the proper methods of how to study? Is it possible that the instructors of our colleges are guilty of the often-repeated accusation that they grade freshmen more rigidly than upper classmen? Or is it due to the fact that the first

TABLE III
AVERAGE DISTRIBUTIONS OF ALL INSTITUTIONS BY
CLASSES—SUMMARY OF TABLE I

CLASSES	GRADES						
	A	B	C	D	E	F	QPR
Freshman	11.54	27.75	30.08	17.62	7.06	6.72	1.20
Sophomore	13.36	32.30	29.44	15.28	5.34	4.17	1.37
Junior	17.39	32.73	31.84	11.71	3.85	2.70	1.54
Senior	27.54	39.80	25.26	5.02	2.06	.56	1.87
Junior-Senior	20.91	41.99	25.91	8.23	1.35	.37	1.73
Average	18.15	34.91	28.51	11.57	3.93	2.90	1.54

half, at least, of the freshman year is used in forming study habits which were not formed in high school? Perhaps the answer will be found in a combination of these factors.

Of the eleven institutions studied in this report, five are primarily interested in the education of men and six, in the education of women. By grouping separately the colleges for men and the colleges for women, we find a much higher percentage of *A* and *B* grades assigned to women and a much higher percentage of *E* and *F* grades assigned to men. May this be accounted for by the fact that grading standards for men are higher than for women? Or is it true that women devote more time and effort to preparation than men? I would like to know whether this condition holds true in the co-educational institutions of the state. We carried this investigation a step further and made the same comparison by subjects. The subjects studied were mathematics, science, and modern languages. In each case we found that the percentage of *A* and *B* grades assigned was greater in the institutions for women than in the institutions for men. Note that I say the grades were assigned—not earned!

Table IV, *A*, *B*, *C*, *D*, *E*, and *F*, represent the grade distributions by departments. We have presented in the study the departments of biology, chemistry, English, history, mathematics, and modern languages. In biology, the percentage of *A* grades range from zero to forty-four; the failures range from one out of every hundred to one out of every four. The variability in marking in the other departments are just as pronounced. In the mathematics, institution number four had no failures and institution number ten had twenty-six per cent failures.

Of outstanding interest is the fact that grades assigned to Latin (not in the table) are found to have an average of almost a full letter

TABLE IV
GRADE DISTRIBUTIONS BY DEPARTMENTS AND INSTITUTIONS

INSTITUTIONS		GRADES						
		A	B	C	D	E	F	QPR
A	1	20.00	20.00	28.00	20.00	8.00	4.00	1.28
	3	8.80	33.67	37.01	16.02	2.66	2.05	1.31
	4	43.83	28.37	15.64	6.17	4.26	1.72	2.04
	5	0.00	59.43	21.06	12.45	5.13	1.70	1.40
	7	41.46	13.49	22.65	16.70	2.17	3.52	1.74
	8	.53	38.92	38.01	14.26	7.13	1.11	1.20
	10	1.45	16.91	38.98	19.05	0.00	23.60	.78
	11	11.70	25.40	34.40	20.95	2.69	4.90	1.20
Averages		15.97	29.52	29.47	15.70	4.00	4.07	1.36
B	1	8.69	26.09	21.74	21.74	17.38	4.35	1.00
	2	7.67	40.40	37.64	12.62	1.72	0.00	1.41
	3	13.07	18.54	25.71	23.44	7.34	11.67	1.02
	4	9.52	45.23	11.90	28.57	1.19	3.57	1.21
	5	0.00	49.15	39.31	3.90	7.70	0.00	1.37
	6	5.05	13.47	35.55	15.70	14.08	16.17	.77
	7	17.82	16.94	31.49	21.28	7.40	5.00	1.19
	8	21.58	22.02	27.23	11.45	15.32	2.38	1.36
	9	1.00	70.71	21.62	3.67	1.67	1.33	1.66
	10	8.40	22.15	21.11	22.82	0.00	25.49	.91
	11	9.60	15.50	24.00	33.20	11.00	5.00	.84
Averages		9.31	30.93	27.03	18.03	7.70	6.80	1.17
C	1	6.96	21.79	31.47	22.27	6.62	10.62	.96
	2	4.30	24.63	39.40	24.94	5.58	.67	1.02
	3	19.36	18.79	29.26	18.54	9.59	4.19	1.25
	4	16.43	38.47	25.54	14.22	4.23	1.98	1.52
	5	6.97	51.56	33.39	4.85	2.17	.83	1.47
	6	13.94	28.20	41.72	8.26	3.92	3.93	1.40
	7	17.44	17.64	36.86	19.89	6.36	1.45	1.24
	8	10.49	30.49	33.21	16.79	5.91	1.89	1.26
	9	18.82	35.25	28.25	8.63	4.40	3.89	1.55
	10	9.60	18.54	32.43	21.85	0.00	17.45	.98
	11	8.23	32.46	32.00	20.00	.22	8.50	1.22
Averages		12.05	28.90	33.05	16.39	4.45	5.00	1.27
D	1	20.63	28.89	19.34	17.06	9.70	4.35	1.39
	2	18.21	30.93	35.45	12.90	1.80	.33	1.52
	3	7.05	17.29	36.78	28.34	6.76	4.77	.82
	4	20.72	49.82	26.47	1.09	.49	1.34	1.88
	5	5.95	44.22	37.24	8.20	3.92	.49	1.44
	7	17.93	37.13	32.20	11.14	1.00	.60	1.61
	8	10.52	42.31	30.27	10.89	4.43	1.51	1.46
	9	24.19	50.07	22.88	2.85	0.00	0.00	1.96
	10	.91	11.17	37.78	22.93	0.00	27.20	.63
	11	23.00	26.50	25.00	16.66	.98	8.33	1.47
Averages		14.91	33.83	30.34	13.21	2.91	4.89	1.43

A. Biology B. Chemistry C. English D. History

TABLE IV (Continued)

INSTITUTIONS		GRADES						
		A	B	C	D	E	F	QPR
E	1	18.05	22.50	22.91	16.25	16.94	3.33	1.23
	2	18.08	30.93	23.01	18.62	5.87	3.58	1.39
	3	11.42	17.22	31.56	21.37	4.41	13.58	1.00
	4	22.59	56.54	6.80	10.98	2.70	0.00	1.88
	5	17.22	39.94	26.31	7.98	3.59	4.56	1.58
	7	27.16	34.44	31.42	5.76	.16	2.17	1.82
	8	35.16	29.83	16.50	9.16	0.00	9.00	1.82
	9	11.40	36.32	27.29	14.97	5.81	4.42	1.34
	10	11.07	17.08	22.69	22.72	0.00	25.90	.90
	11	23.33	36.40	19.00	13.00	7.92	1.32	1.62
	Averages	19.51	32.12	22.75	14.08	4.74	6.79	1.45
F	1	19.76	24.67	23.43	14.12	6.85	11.31	1.32
	2	9.08	34.04	23.33	19.13	9.14	4.83	1.19
	3	1.64	17.62	27.38	45.21	1.30	6.84	.67
	4	39.41	23.44	13.59	14.35	8.42	1.53	1.79
	5	28.94	47.00	11.36	5.68	6.93	.13	1.92
	6	28.91	16.00	12.21	13.55	13.48	15.81	1.31
	7	20.11	28.42	30.81	14.34	4.66	1.72	1.48
	8	29.50	30.44	16.61	13.72	8.20	1.40	1.66
	9	10.36	28.02	21.77	13.54	19.12	7.37	1.09
	10	7.99	16.49	31.70	24.42	0.00	19.37	.88
	11	9.66	21.00	30.66	22.00	8.13	8.33	1.02
	Averages	18.80	26.10	22.02	18.19	7.84	7.15	1.31

E. Mathematics F. Modern Language

grade higher than the general average of all other departments. This high ratio of A and B grades makes it appear that the Latin instructors are attempting to popularize the department by high grading. Having available additional facts at Winthrop College for the students at Winthrop taking Latin, I attempted to go further into the cause of this condition. I tabulated all the grades of the fifty-five students in subjects other than Latin and found their average to be higher in these subjects than in Latin. Of the seniors majoring in Latin, over fifty per cent will graduate with honor. We again checked the intelligence scores of the Latin students against the others and found that almost without exception the Latin students were in the upper quartile of their respective classes. We, therefore, concluded that the Latin instructor was in line with other instructors who assigned grades to this group of students. The reason, I think, is evident. The bright student in high school enters college with the Latin prerequisite and continues, therefore, in college Latin which,

being an elective or option in most institutions, never attracts the "dumb-bell" or the lazy student in quest of "crips." The nature of the course makes it selective.

Table V shows the distribution of non-passing grades. This distribution of failing grades by classes is perhaps as it should be. The law of the "survival of the fittest" is found to be in operation and the "weeding out" process is taking place.

TABLE V
DISTRIBUTION OF NON-PASSING GRADES

CLASS	TOTAL GRADES	E GRADES		F GRADES	
		No.	%	No.	%
Freshman.....	12,372	873	7.06	831	6.72
Sophomore.....	8,369	447	5.34	349	4.17
Junior.....	5,823	224	3.85	157	2.70
Senior.....	5,094	105	2.06	92	.56
Junior-Senior Electives...	4,730	64	1.35	18	.37
Totals.....	36,388	1,713	3.93	1,447	2.92

The following are a few general conclusions drawn from this report:

1. That the norm is approximately half way between the *B* and *C* grade in a four point passing grade system.
2. That instructors tend to give a larger percentage of low marks in elementary than in advanced courses.
3. That since wide variations in marking are found in departments within the same institution, under similar conditions, it is due to teachers and not to subjects.
4. That grades assigned to women are higher than grades assigned to men.
5. That the high percentage of failures occur in the first two years of college work.

A Pre-Admission Program

RUTH E. SALLEY

With from fifteen hundred to two thousand applicants for admission at its doors each term, Hunter College of the City of New York found itself faced with an almost overwhelming problem of making contact with the individual applicant so that she might find an adequate and proper source of guidance for those first weeks of her first semester which are so vital in the establishment of a student in college. Led by an understanding and forward-looking President, the Admissions Committee consisting of the Chairman of the Bureau of Educational Guidance, the Chairman of the Curriculum Revision Committee and the Registrar evolved a system of advising students before their admission to college, which has proved of exceptional worth in the year of its trial.

Such a system is possible only where the sources of admission are constant and where they represent a local area. All applicants for admission to Hunter College must be residents of New York City. Therefore, every student is within easy traveling distance of the college and the requirement of attendance at an evening lecture does not mean undue hardship for any applicant.

The main sources of admission to the college are the public and private high schools of the City of New York. These are canvassed each year for lists of applicants for admission to Hunter College for the following year. A copy of the requirements for admission is mailed to each of these applicants at her home address. In her final term, she receives, through her high school, an application blank which must be filed with the Registrar of Hunter College before December 1 for the Spring Term or before May 1 for the Fall Term. Early in December and May the applicant and her parents are invited to attend an evening pre-admission program which includes lectures covering general and specific information about the college, its curriculum, the method of selection of a field of specialization, and advice concerning the student's attitude toward her college course. As these lectures are given by the Chairman of the Bureau of Educational Guidance, the Chairman of the Curriculum Revision Committee, and the Registrar, the student has the benefit of expert opinion and advice about her proposed college work while she is still a student in high school. To facilitate the administration of the program the students are invited in groups of about four hundred and the program is repeated four or five times each term.

At the close of the pre-admission program students record a tentative choice of specialization. The Bureau of Educational Guidance, over a four or five weeks period, makes individual appointments for these students with the department of their tentative choice and any other department with whom a conference is necessary. In the course of these conferences the student makes her final choice of specialization, and records it on a card which is signed by the departmental representative and filed with the Registrar.

Two considerations are kept in mind by the departmental representatives during these conferences—the student's need for complete information concerning the field she has chosen and her qualifications for success in this field. Thus a student is introduced to the disadvantages as well as to the advantages of her chosen field. Also, a student is guided away from a field for which she is not adequately prepared.

As soon as the final records are received from the high schools, they are evaluated and students are admitted in the order of academic standing to the extent of the accommodations available. A program is immediately made for each student on the basis of her choice of specialization.

In this way, each applicant for admission receives a general introduction to the academic requirements of the college as well as the opportunity for personal contact with a representative of her field of specialization. As parents are encouraged to attend the lectures, the committee is able to help them, as well as the students, to understand the underlying principles of the college course. This fosters co-operation between parent and student in her attitude toward her studies.

The student approaches her first weeks in college with an understanding of her aims and a feeling that her feet are set upon a definite path leading to an attainable goal. If she stumbles, she is already familiar with the sources of guidance and advice upon which she may draw with confidence.

It seems obvious that a program as comprehensive as the one just outlined can be successful only if it be the result of complete co-operation among the various staff members who participate in it. It has proved particularly satisfactory at Hunter College because it has had the ready support of the President and the Dean and the co-operation of the Heads of Departments, the Bureau of Educational Guidance, the Curriculum Revision Committee and the Registrar.

EDITORIAL COMMENT

STUDENT RECRUITING

Thoughtful educators believe that the recruiting of students by colleges is becoming too competitive. Field representatives are too often merely sales representatives working on commissions and authorized to offer various types of non-competitive financial subsidies, athletes preferred. Proselyting¹ is common.

Not too scrupulous high-school principals (there are a few) accept the situation as they find it and encourage their graduates to shop about and sell themselves to the highest bidder. High-school graduates are thus encouraged to minimize real educational considerations in the choice of a college, and enter college with an insufferable feeling of superiority on account of having been pursued so vigorously by so many colleges.

Colleges that engage in these high pressure methods can have no standards of admission. As one college president expressed it, "Admission standards, which have always been supposed to be at least a gentle hurdle for students to make in order to get into college, become, instead of a hurdle, a wide open door, thoroughly magnetized to draw students in, sometimes against their own wills." In these colleges the policies of admission are subordinated to the policies of recruiting and the admissions officers are little more than recruiting agents.

Nobody denies a college the right to make contacts with prospective students¹ and to offer scholarships on a competitive basis and other financial aids to needy students. In fact some authorities advocate increased endowments for this purpose, administered concomitantly with higher tuitions, in order that students who are financially able may be required to pay a larger proportion of the cost of their educations without discriminating against students who are not financially able to pay high tuitions. Therefore, colleges and universities should be encouraged to provide financial assistance for students who are good college material but whose financial limitations would deprive them of a college education. They should be

¹ Proselyting is defined by the Ohio College Association as "the deliberate attempt, (a) to deter a student from attending another college by unethical means such as the offer of higher financial aid or the making of unfair or derogatory remarks about the college; or (b) to change the student's choice after he has made definite application to a college."

encouraged to set up programs of pre-college guidance to make prospective college students acquainted not only with the opportunities for receiving financial aid, but also with other available educational opportunities.

There is danger that the colleges, in their zeal to stamp out unfair recruiting practices, will discourage the development of student aid resources and legitimate pre-college guidance activities. One sectional group of colleges has already entered into an agreement to limit financial aid to freshmen and to demand repayment of scholarships in the event of transfer to another institution. Both practices are subject to criticism. The former curbs the efforts of a college to develop legitimate student aid resources. The latter frequently handicaps the student's effort to adjust to changing educational aims and ideals.

Such measures should not be necessary. An operation should be preceded by an accurate diagnosis and only the diseased tissue should be removed. The granting of scholarships and other financial aid to freshmen is not in itself detrimental to the life and growth of an institution; but to award scholarships on non-competitive conditions, to extend other financial aids on considerations other than those of financial need, and to pay working students more than their services are worth or more than they need to maintain themselves in college are practices that have been severely criticized by careful educational administrators. Such practices are not necessarily part and parcel of an undignified and unfair recruiting program, but they are at least first cousins. The unscrupulous *field representative*, if he may be dignified by such a title, usually has money to "play" with as an automobile salesman in making a deal with you to take in your old car on a new one. This he spends according to his best knowledge of commercial principles. If it is necessary to award a scholarship on the spot, he does not hesitate to do so. The worst thing about the whole system is that the policies of admissions are subordinated to the policies of procuring. Some officers of admissions are nothing more than recruiting agents and some registrars spend their time allotted to admissions work in the field procuring students.

Before resorting to surgery to correct the evils of the recruiting situation, we would recommend that therapy be applied along the following lines:

1. Make the *policies* of recruiting *subordinate* to the policies of admissions.

2. Make the *function* of admissions co-ordinate with the function of recruiting.
3. Dignify the field representative by paying him a fixed salary, without commissions, commensurate with his services, and have him operate under an accepted code.
4. Provide for complete faculty control, under an accepted code, of all grants of financial aid to students.

The codes should be based upon a comprehensive study of the recruiting problems and each competitive area should operate under a single code, although it is possible that codes could be written that would apply universally so that all colleges and universities could operate under a single code.

REFERENCES

- "Recruiting for Admissions," Turck, Charles J., *Bulletin of the Association of American Colleges*, XXI, 1 (March, 1935), pp. 140-52.
- "Recruiting of College Students in Ohio," Ogan, R. W., *School and Society*, Vol. 42, No. 1075 (August 3, 1935), pp. 154-57.
- "We Buy Students," Johnson, Thomas M., *Readers Digest*, Vol. 27, No. 161 (September, 1935), pp. 105-8.
- "Competition Among Colleges," Burgstahler, Herbert J., *The Christian Student*, Vol. 36, No. 3 (August, 1935), pp. 10-13.

AFFILIATED REGIONAL ASSOCIATIONS

At the 1934 meeting of the Association a plan of affiliation with regional associations was approved and, last year, incorporated in the revised constitution.¹ The Affiliated Regional Associations Conference, provided for by the plan, came together for the first time at the annual meeting last year with delegates from nine affiliated associations.

In order to make the members of the regional associations better acquainted with the activities of the national association, more than 1,000 complimentary copies of the January number of the *Bulletin* were sent last year, and a similar number this year, to members of the regional associations who do not receive the *Bulletin* by virtue of national membership. This number, like the January number last year, contains several papers submitted by the affiliated regional associations as the best papers presented on their 1935 programs.

¹ See the *Bulletin*, Vol. 10, No. 4 (July, 1935), pp. 379-82.

PROFESSIONAL NEWS

THE CO-OPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

In an earlier number¹ of the *Bulletin* the program of this study was presented as it had developed to that date. The study is in the hands of a co-operative committee representing the six regional associations of colleges and secondary schools in the United States. Marked progress has been made by the committee during the past year.

Substantial financial support has been secured from one of the national educational foundations; a central office has been opened in Washington, D. C., in association with the American Council on Education; the Executive Committee of the study recently devoted a week of meetings and intensive study to the problems involved; and over two thousand research studies in secondary education have been abstracted to secure a sound basis for improved standards.

The Washington headquarters, opened in September, are in charge of Dr. Walter Crosby Eells, who has been granted leave of absence from his work as Professor of Education at Stanford University to act as Co-ordinator of Research for the national study. He will be assisted by Dr. M. L. Alstetter, of George Peabody College for Teachers.

Over 2,500 abstracts of significant research studies in the secondary education field have been made during the past year under the direction of the Executive Committee with the co-operation of fourteen specialists in several leading schools of education in different parts of the country. These abstracts have been used as the basis of tentative checklists of several hundred features judged to be characteristic of satisfactory or superior secondary schools.

Members of the Executive Committee and the Washington research staff spent a week together at Montreat, North Carolina, in September studying and revising these tentative checklists, preparing statements of guiding principles, studying desirable procedures, and outlining plans for the promotion of the study during the current year.

The revised checklists have now been submitted to two or three hundred secondary school principals and other leaders in the field

¹ Vol. 10, No. 1 (October, 1934), pp. 40-43.

of secondary education for criticism and suggestion. It is expected that before the year is over a body of material will be developed which will be sufficiently satisfactory to warrant experimental try-out in several hundred representative secondary schools, both public and private, throughout the United States.

It is not intended that uniform standards will be applied in all parts of the country, but that flexibility will be promoted not only in different sections but also among different schools in the same state or section. Schools will not be expected to conform to any one pattern but will be encouraged to develop progressively better and better ways of attaining the objectives which they set for themselves. The committee hopes to develop methods of identifying good secondary schools which will be more flexible than those now in use, and which will emphasize the quality of the educational process and the nature of the resultant product, rather than the machinery of the educational system, and which will be a constant stimulus to continual improvement.

The General Committee of Twenty-one will hold a two day meeting the week preceding that of the Department of Superintendence of the National Education Association at St. Louis in February.

PSYCHOLOGICAL TEST SCORES AND HONOR- POINT RATIOS

Wyatt W. Hale, Dean and Registrar of Birmingham-Southern College, is experimenting with a method of interpreting to the faculty the significance of psychological test scores. The following, taken from one of his recent reports to the faculty, illustrates his technique.

The interest which some members of the faculty expressed in the brief study presented at the meeting on October 2, 1934, of comparative psychological test scores and first semester honor-point ratios for those new students who enrolled in September, 1933, together with a desire to try to discover whether there is a real factual basis for the contention that those courses in which grades are assigned which are markedly higher than the general average for the College have attracted very superior students, and that the reverse is true for the courses in which grades run considerably below the general College average, led to the present study.

It may be recalled that the study presented in October showed that

those who on the psychological test ranked in the established honor-point ratios for first semester of

Top quarter	1.7183
Second quarter	1.1890
Third quarter	1.0457
Lowest quarter	.5482

In order to have a numerical average for use as an index of the psychological test score for each student, it was decided arbitrarily to assign to

those who on the psychological test ranked in the an index number of

Top quarter	3
Second quarter	2
Third quarter	1
Lowest quarter	0

In a very few cases, psychological test scores were not available. The grade records of these few were, of course, disregarded in the computation of the comparative figures presented below. Psychological scores were available for comparison with 3,525 grades assigned during the first semester of 1934-35. By assigning 3 points for each of these 3,525 grades secured by a person who ranked in the top quarter on the psychological test, 2 points to each in the second quarter, 1 to each in the third, and none to those in the lowest quarter, and then dividing the total of these (6,330) by 3,525, an average psychological index of 1.7957 was obtained for the entire College. Similarly, by assigning 3 points for each grade of A, 2 for each B grade, 1 for each C, and 0 for each other grade, the average honor-point ratio for the College as a whole was established as 1.4088. These figures, together with the records for the individual classes taught by various instructors, are shown in tabular form below.¹

While there is certainly no warrant for assuming that "whatever is, is right," and that the ratio for the College as a whole is the best possible ratio, it would seem, however, that the burden of proof that he is right and that all of his colleagues are wrong devolves upon the faculty member or members who do vary markedly from the general practice.

¹ Only a portion of the table is included.

INSTRUC- TOR	COURSE	No. OF STUDENTS	PSYCHOLOGICAL TEST		GRADES	
			TOTAL	AVERAGE	TOTAL	AVERAGE
B	Psychology 1 a	44	82	1.8636	57	1.2954
	Psychology 1 b	49	77	1.5714	63	1.2857
	Psychology 1 c	51	78	1.5294	64	1.2549
	Psychology 5	16	33	2.0625	26	1.6250
	Psychology 21	9	21	2.3333	16	1.7778
	TOTAL	169	291	1.7219	226	1.3373
C	Chemistry a 1	33	56	1.6970	34	1.0303
	Chemistry 7	8	19	2.3750	13	1.6250
	Chemistry 9	3	7	2.3333	7	2.3333
	Chemistry 21	3	9	3.0000	5	1.6667
	Chemistry 31	2	6	3.0000	5	2.5000
	TOTAL	49	97	1.9796	64	1.3061
C	Physics 1 a	10	23	2.3000	6	.6000
	Physics 1 b	22	54	2.4545	13	.5909
	Physics 1 c	6	12	2.0000	3	.5000
	Physics 5	7	17	2.4286	10	1.4286
	Physics 7	5	14	2.8000	14	2.8000
	TOTAL	50	120	2.4000	46	.9200
Total for entire college		3,525	6,330	1.7957	4,966	1.4088

THE UNIVERSITY COLLEGE OF OHIO UNIVERSITY

The University College was put into operation with the opening of the first semester of the present academic year, according to the plan proposed by the new President, Herman Gerlach James. Although no catalog announcement had been made concerning the new college, it was decided to start it immediately since it was estimated that about 90 per cent of the new freshmen could comply with the requirements in their freshman year.

State universities in Ohio and in many other states are required by law to admit the graduates of accredited high schools. As a result, many students are admitted to the state universities who are sadly deficient in general education. In Ohio the requirements for graduation from high schools approved by the State Department of Education are as follows.

- Two units of English
- Two units of social studies
- One unit of natural science
- Two majors of three units each
- Two minors of two units each.

The University College has for one of its purposes that of broadening the general education of its freshmen during their first year and, at the same time, that of making up their high-school deficiencies. A minimum set of requirements was put into operation for the present academic year. In high school and in the first year of the University College, the requirements are as follows.

- Five years of English
- Two years of foreign language
- Two years of mathematics
- Three years of laboratory science
- Three years of social science.

These new requirements presented several problems to the Registrar of the University. In the first place, it was necessary to make provision whereby the freshmen could remove their high-school deficiencies. This was accomplished by the introduction of new courses in beginning algebra and in beginning geometry. In the second place, a plan of registration had to be evolved. To this end, a University College requirement card was made out for each entering freshman, showing the subjects each one had completed in high school and those that must be taken in the University College. About thirty deputy registrars were appointed from among the members of the faculty to help register the freshmen. These deputies were responsible for having the freshmen take subjects which would remove any high-school deficiencies and also take subjects in the five fields of knowledge mentioned above.

Some students enter the University with all of the requirements except English completed. Such students are expected to take Freshman English (unless excused by a proficiency examination), a social science, a laboratory science, a foreign language or mathematics. One exception was made this fall; namely, a student could take one vocational or technical subject if he desired.

The program of the first year in the University College, while making up high-school deficiencies and broadening the education of the students, has another objective; namely, that of orientation. No student in his freshman year is permitted to start on a professionalized curriculum. It is believed that, after one year of college spent in acquiring knowledge in the general fields, he will be better able to choose a course of study than at the beginning of his freshman year. The curricula in the other colleges of the University will be

three-year curricula and be built upon the University College requirements.

In order to give greater effectiveness to the orientation period of the first year, members of the faculty, under the supervision of the Dean of Men and the Dean of Women, have been chosen to act as counselors throughout the year. Each faculty counselor will be sponsor for a small group of ten or twelve freshmen. These counselors will keep in close contact with the members of their groups and will counsel them from a university point of view rather than as representatives of a particular department, course of study, or college.

F. B. DILLEY

THE HIRAM COLLEGE STUDY PLAN

In September, 1934, Hiram College adopted a new plan of classes for an experimental period of three years.

Under the conventional plan of classes, a typical schedule was made up of five three-hour classes each semester. The new plan substitutes one "intensive" course for four of these five in the week's schedule. These intensive courses are a half semester in duration, approximately September–November, November–January, February–March and April–June. These nine-week periods were named "quarters," but must not be confused with the standard twelve-week quarter.

One old style semester course is retained in the student's schedule, and will be observed. This work overlaps the two intensives in the semester. Instead of a three-hour course the student may take any combination of two- and three-hour courses, to a maximum of six hours, according to the load permitted him. Intensive courses are in six-hour credit units.

The day is scheduled as follows: 8:00 to 9:00 A.M., semester courses (usually Monday–Wednesday–Friday or Tuesday–Thursday–Saturday); 9:00 to 9:30 A.M., open period for weekly chapels, student assemblies, and group meetings; 9:30 A.M. to 4:30 P.M. (excepting time for lunch and physical education work), intensive courses as called from day to day by the instructor.

A typical semester schedule may therefore be composed of two six-hour intensive courses and one three-hour semester course. A weak student may be enrolled only in intensive courses, giving him a schedule of twelve hours instead of fifteen.

The semester courses are mostly those which would not combine into six-hour units. They include also certain language courses, permitting a freshman to combine this required field with his requirements among intensive courses. Except for languages, most of the semester courses are electives.

Distinct continuity of work and concentration of effort are possible with intensive courses. There is freedom of method in teaching: a laboratory course may begin with theory work exclusively, and end with all laboratory work, or any ratio of these found advisable at the particular stage of the course. Class trips utilizing practically all of the day—industrial visits, sociological tours, botanical field trips—are possible without encroaching on the time of any other instructor.

There are no grossly unbalanced weekly schedules, because four-fifths of the student's work is in the daily intensive course. A former evil was the scheduling of most or all of the work on, say, Monday-Wednesday-Friday, with idle days intervening.

As the year's work in a subject has now been put into a nine-week intensive course, it is very nearly possible for the student to complete a departmental major in a year. While this is convenient in certain cases where a late decision has been made, advisers find it necessary to discourage the student from taking all his "first choice" courses early in the college course.

Principal difficulties with the new plan lie in building the year's schedule of classes, since there are now somewhat fewer class groups or periods, and less flexibility in the schedule. A school large enough to repeat each popular course through the year could avoid much of this difficulty.

No conclusions as to the success of the new plan have yet been made public. Comparative learning and retention factors will be studied during and at the end of the three-year experimental period. After that time the plan will be continued as it is, or modified to the extent found advisable. Student and faculty sentiment, in general, has been decidedly in favor of the plan.

LAWRENCE C. UNDERWOOD

THIRD REPORT OF THE COMMITTEE ON SCHOOL AND COLLEGE RELATIONS

The third report of the Committee on School and College Relations of the Education Records Bureau was issued in October, 1935.

It contains a tabulation of the attitude of 367 colleges toward the five recommendations of the committee on criteria for judging eligibility for admission to college. These recommendations stated in abbreviated form are as follows: (A) that more attention should be given to personal characteristics of applicants, (B) that consideration for admission purposes be given to cumulative comparable test data, and (C, D, and E) that consideration should be given to applicants a year before entrance, so that suggestions can be made concerning the work of the senior year and, in some cases, definite judgment on eligibility for admission given.

The 367 colleges were almost unanimous in expressing some degree of interest in the ideas expressed in the recommendations. Recommendations A and B were acceptable to 77 and 72 per cent respectively.

The report refers to the rapid growth of state-wide and regional testing and guidance programs as indicative of increasing interest in the use of comparable tests and cumulative records. State-wide testing programs are now in effect in fourteen states: Colorado, Delaware, Georgia, Indiana, Iowa, Kentucky, Minnesota, New Mexico, Ohio, Oregon, Texas, Washington, Wisconsin, and Wyoming.

Attention is drawn to the fact that several college groups have adopted new uniform application forms to include additional personal data. The forms used by the College Association of Minnesota, by a group of colleges in the state of Washington, and by the University of Chicago include space for cumulative test records.

Many colleges, according to the report, have included statements in their catalogs in line with the recommendations of the committee, particularly with reference to the use of cumulative records.

WISCONSIN'S SENATE INVESTIGATION

A senate committee of five, appointed to investigate liberal activities at the University of Wisconsin, classified the University as "an ultra-liberal institution in which communistic teachings are encouraged and where avowed communists are welcome." Four recommendations were submitted.

1. That hereafter the Board of Regents of the University and the boards of other state educational institutions frown upon the activities of all societies not clearly organized as American societies under the Constitution, and any society organized with the intent or purpose, full or in part, to change by force or overthrow the Constitution, or the American form of government; that individuals or societies offering or ex-

pounding un-American doctrines be expelled from the University or other state educational institutions, or refused their facilities.

2. That the University of Wisconsin co-operate with any organization or society whose purpose is the furtherance of Americanism.
3. That constant vigilance be maintained so that the University will promote and co-operate in every effort to secure full and complete information as to anti-Americanism activities, to the end that the name and prestige of the University, as a strictly American institution, of high ideal and purposes, may be known and recognized in Wisconsin and in the nation.
4. That the Board of Regents prevent with strict disciplinary action the efforts of any member or groups in any department to undermine the position or character of any individual, or take part in inter-institutional political maneuvering.

MICHIGAN ADOPTS NAÏVE BELIEF

Ira M. Smith should be interested in a discussion of Michigan football that appeared a few days after the Michigan-Minnesota game in *The Wake of the News* in the *Chicago Tribune*. Said Columnist Harvey T. Woodruff, among other things:

"Michigan has raised its standards, both for entering and for staying in school. . . . Many boys who would like to play football for Michigan cannot get in any more or cannot stay there if admitted.

"Graduation from a Michigan high school does not automatically land the graduate at Ann Arbor. He also must be recommended by his principal and a questionnaire filled out. High-school principals are chary of signing recommendations unless they feel pretty sure of the applicant, lest it reflect on the high school's standing.

". . . . Again remaining eligible is a problem. . . . Art Appreciation, Economic Evolution, Russian Literature—old standby snaps for footballers—are still in the Michigan curriculum, but they no longer are snaps.

". . . . We did not talk to the professors. An impression still exists among many professors that colleges still are educational institutions, and the impression seems to be growing everywhere. If Michigan adheres to this naïve belief, Wolverine elevens may never again maintain, for extended periods, their past supremacy. They probably will not sink to the level of Chicago, where a similar theory persists, because of a larger undergraduate body."

Opponents of Michigan in the Western Conference who have been on the short end of long scores in the past will rejoice at this news.

THE UNIVERSITY OF NEWARK

The University of Newark has been organized through a merger of Dana College, the Seth Boyden School of Business, the New Jersey Law School, the Newark Institute of Arts and Sciences, and the Mercer Beasley School of Law. The headquarters of the University will be located at Dana College, 40 Rector Street, Newark, New Jersey. The enrolment of the new institution will be about 2,200.

The Board of Trustees will consist of the seventy-five members of the boards of the combining institutions. Dr. Frank Kingdon, President of Dana College, has been elected President of the new university.

SECTIONAL MEETINGS

The *Illinois Association of Collegiate Registrars* met at Rockford College, October 24-25, 1935. The following papers and addresses were presented: Address of Welcome, Dr. Gordon Keith Chalmers, President of Rockford College; Response, Clarence E. Deakins, Registrar of James Millikan University; "Recent Activities of the North Central Association," William James Haggerty; "The Relative Advantages of Semester and Term Sessions," G. P. Tuttle, Registrar of the University of Illinois; "Conflicts Facing the Changing College," Jordan Cavan, Professor of Education, Rockford College; "Practice Teaching in the College Curriculum," G. F. Patterson, Assistant Superintendent of Public Instruction of Illinois; "Testing Programs for College Freshmen," C. A. Serenius, Registrar of Augustana College.

A discussion on "The Evaluation of Advanced Standing" was led by Miss Marie J. Maloy, Registrar of Lake Forest College, and Miss Norma C. Person, Registrar of Northern Illinois State Teachers College. A Question Box was conducted by B. J. Steggert, Registrar of Loyola University.

Mrs. George Rowland Boyer, née Anna Jewett LeFevre, formerly Registrar of Bradley Polytechnic Institute, was the guest of honor at the annual dinner.

The new officers are: B. J. Steggert, President; A. Samuel Wallgren, Vice-President, and Miss Agness J. Kaufmann who was re-elected Secretary-Treasurer.

The *Association of Ohio College Registrars and Examiners* met at Oberlin College, November 1-2, 1935, with a very interesting and

profitable program. The Association was formally welcomed by President Wilkins. Occupying a prominent place on the program was a report of the progress of the Ohio College Association Committee on Entrance and Recruiting by Dean R. W. Ogan, of Muskingum College. Other topics discussed were as follows: "College Entrance Plan from the Viewpoint of the Public Schools," George A. Bowman, Superintendent of Schools, Lakewood, and Frank J. Prout, Superintendent of Schools, Sandusky; "The University College," F. B. Dilley, Ohio University; "The Hiram Plan," L. C. Underwood, Hiram College; and the "Field Secretary's Problems in a Woman's College," Elsbeth Pennington, Flora Stone Mather College. Elinor Wells, of Western Reserve University, made a report of the national meeting and Hazel Geiver, of the University of Toledo, conducted a round table.

The fifteenth meeting of the *Texas Branch of the American Association of Collegiate Registrars* was held at Fort Worth, October 18-19, 1935. The guest speaker, Fred L. Kerr, gave two addresses, one on "The Registrar and his Professional Duties" and the other on "Grades, Grading Systems and Grade Distribution." Other interesting and profitable contributions were made by Texas registrars and other Texas educators as follows: "Gathering and Using Personnel Data in a Registrar's Office," Fred J. Junker, Jr., Saint Marys University; "Making Exceptions to the Rule to Take Care of the Individual," S. W. Hutton, Texas Christian University; "Teachers' Certificates of the First Class," W. A. Nelson, State Department of Education; "Economic-Social Background and Academic Achievement of Freshman Engineers," E. J. Howell, Texas A. and M. College; "State-wide Guidance Program," Joseph U. Yarborough, Southern Methodist University.

The following officers were elected: R. L. Brewer, President; Rigmar Leffland, Vice-President; Iris Graham, Secretary-Treasurer.

The meeting of the *Association of Kentucky Registrars* was held October 26, 1935, at the University of Kentucky in Lexington. The program consisted of a round-table discussion of current problems followed by a joint conference with the teacher-training group.

This meeting was held as a part of the State Educational Conference. The fact that the state certification laws had just been changed made the joint conference with the teacher-training division very desirable at this time.

The following officers were elected for the coming year: President, Miss Maple Moores, Director of Admissions, University of Kentucky; Vice-President, Mr. W. S. Ashby, Registrar, Bowling Green Business University; Secretary and Treasurer, Miss Ann Poindexter, Registrar, Georgetown College.

The *Arkansas Registrars* met at the Little Rock Junior College, November 8, 1935. Mr. G. Y. Short, of Arkansas State Teachers College, Conway, was in charge of the meeting. Others in attendance were: Fred L. Kerr, University of Arkansas, Fayetteville; Dean E. Q. Brothers, Little Rock Junior College, Little Rock; R. T. Proctor, Henderson State Teachers College, Arkadelphia, and his assistant, Miss Morgan; Matsye Gantt, A. and M. College, Magnolia.

Transcripts, course numbers, and other topics of common interest were discussed. At the close of the meeting Mr. Short was elected to serve as Chairman for next year and Miss Matsye Gantt, to serve as Secretary.

The *Middle States Association of Collegiate Registrars* met at Atlantic City with the Middle States Association of Colleges and Secondary Schools, November 30, 1935. Alan Bright, national president, addressed the Association and an open forum was conducted at which many topics of mutual interest were discussed.

A RECORD WORTHY OF EMULATION

The *Colorado-Wyoming Association of Collegiate Registrars* boasts a one hundred per cent membership in the national association which is a praiseworthy record.

MISCELLANEOUS NEWS

Miss Johanna Fitzgerald and Miss Mary Hebden have been appointed to the registrar's staff at the University of Louisville.

Jess J. Petty, formerly Field Representative of Baldwin-Wallace College, has been appointed Registrar, succeeding Mrs. Lydia Williams, who resigned.

Miss Imogene B. Platt, formerly Registrar of the Humbolt State Teacher's College, Arcota, California, has transferred to the teaching staff of that institution.

The University of Kentucky has developed a series of radio programs to be presented through the co-operation of the *Courier-Journal* and *Louisville Times*.

New York University will erect a \$400,000 building which will house a part of the College of Engineering and a new power plant.

Louis J. Boudousquie, Registrar of Spring Hill College, Spring Hill, Alabama, announces the birth of this tenth child, George Gordon, on October 12, 1935.

Mulvey L. White, a 1931 graduate of the University of Southern California, has been made Assistant to the Director of Admissions of his Alma Mater.

Dr. James A. James, Professor of American History at Northwestern University since 1897 and Dean of the Graduate School from 1913 to 1931, retires this year.

Miss Marie E. Lein, Secretary to Donald R. Fitch, Registrar of Dennison University, received her Master's degree at the University of Chicago at the past summer session.

Sibley C. Burnett has succeeded Miss Hazel Ellis as Registrar of Union University, Jackson, Tennessee. Miss Ellis continues at Union as Secretary to the President.

H. H. Caldwell, Registrar of the Georgia School of Technology, is on leave of absence for the year 1935-36 on account of illness and Floyd Field is Acting-Registrar.

S. Harrison Thompson, formerly Assistant Professor of Modern History, University of Chicago, has been appointed Director of Admissions and Associate Professor of European History at Carleton College.

Alan Bright represented the American Association of Collegiate Registrars and the Carnegie Institute of Technology at the recent inauguration of Dr. Herman G. James as President of Ohio University.

Miss Virfsel Roe has been appointed Registrar of Franklin College, Franklin, Indiana, to succeed Miss Eleanor Crawford, who was recently married to Mr. Wilber F. Dierking of Wayne, Nebraska.

Charles T. Fitts, Registrar of Pomona College since 1921, has been appointed Acting Professor of Education at that institution. Miss Constance Wood, formerly Recording Secretary, has been made Acting-Registrar.

President G. A. Williamson, of Oklahoma City University, announces the receipt of a gift of \$50,000 from Mrs. R. K. Wooten, of Chickasha, Oklahoma, in memory of her husband, to provide ten perpetual scholarships.

Twin daughters, Letitia Taylor and Martha Elizabeth, were born to Dr. and Mrs. Thomas H. Grafton, of Mary Baldwin College, Staunton, Virginia, on August 3, 1935. Mrs. Grafton is Martha S. Grafton, Registrar of Mary Baldwin.

Miss Alma H. Prienkert, formerly Assistant Registrar of the University of Maryland, has been appointed Registrar to succeed W. M. Hillegeist who continues as Director of Admissions.

The University of New Mexico has completed a \$250,000 administration building with the aid of P.W.A. funds. It is 250 feet long and 100 feet wide and shaped like the letter H. It is modified Pueblo Architecture.

Dr. Rowland Haynes, once Secretary of the University of Chicago, has been elected President of the Municipal University of Omaha to succeed Dr. W. E. Sealock who died by suicide last June after his dismissal from the presidency.

F. R. Dilley, Registrar of Ohio University, received his Ph. D. degree at Columbia University recently. His dissertation, which was published by Teachers College Bureau of Publications, is entitled *Certification of Teachers in Ohio and a Proposed Plan of Reorganization*.

Miss Myrtle C. Burnham, who was formerly in charge of credentials at the State College of Washington, has been made Recorder at the Washington State Normal School, Bellingham. Miss Burnham is a graduate of the State College, and held her previous position for six years.

Clarence E. Deakins has resigned as Registrar of James Millikan University to accept a position as Admissions Officer at Lawrence College in the office of Milton C. Towner who is Director of Admissions and Assistant to the President.

J. B. Bowman, who has served for many years as Dean and Registrar of Mount Union College, Alliance, Ohio, has been given a sabbatical leave for the first semester of the present year. Miss Verna E. Lower, who has been Assistant Registrar since 1929, will serve as Registrar in his absence.

The University of Texas has established a new course in public administration, all social science departments co-operating in its organization. The course leads to the Master of Arts in Public Administration.

Several institutions now confer degrees on the basis of courses of study cutting across the traditional departmental barriers. The University of Chicago's degree in international relations was a pioneer.

H. C. Van Buskirk has resigned as Registrar of the California Institute of Technology after twenty years of service and will continue his work as Professor of Mathematics. He is succeeded by Philip S. Fogg, who is a graduate of Stanford and Harvard and who has been Assistant Professor of Business Economics at the Institute for the past five years.

Everett J. Soop has resigned his position as Registrar of the Detroit Institute of Technology, to accept a position with the University of Michigan as the Detroit Representative of the Extension Division. The Detroit office is the first office to be established by the Extension Division off the Ann Arbor campus.

Edward C. Mollema succeeds Mr. Soop as Registrar of the Detroit Institute of Technology.

At the University of Minnesota the College of Engineering and Architecture, the School of Chemistry, and the School of Mines and Metallurgy have been combined into the University of Minnesota Institute of Technology. Dr. Samuel C. Lind, who has been Director of the School of Chemistry since 1926, has been made Dean of the new unit with the power to appoint such assistants as may be necessary.

The *New York Times* of October 6 reports general increases in college enrolments throughout the country. By sections the gains were reported as follows: East, 3.3 per cent; Middle West and West, 10.6 per cent; and South, 7.7 per cent. The largest increases reported

were: Davis Agricultural College of the University of California, 52.9 per cent; Bennington College, 21.0 per cent; Purdue University, 18.7 per cent; and Ohio State University, 16.9 per cent.

Miss Hazel Dorothy Geiner, Registrar of the University of Toledo, was married to Dr. Boni E. Petcoff, Toledo physician and graduate of the Ohio State University College of Medicine, August 17, in Old Trinity Church, Toledo. Dr. Petcoff is a former football captain and All-American football star of Ohio State. Mrs. Petcoff will retain her maiden name for professional use so we shall continue to see the signature, Hazel Geiner, on Toledo's transcripts.

Ryland Newman Dempster, the nineteenth president of the American Association of Collegiate Registrars, has resigned as Registrar of the Johns Hopkins University. His term of full official service extended from September, 1923, although his association with the registrar's office began in September, 1920, when he was appointed Assistant Registrar.

Mr. Dempster was editor of the *Bulletin* for three years, 1925-28, first vice-president for the year, 1927-28, and president for the year, 1931-32. He has been a member of the Committee on Special Projects since its creation.

Theron Clark, Registrar of the University of Southern California, would like to correspond with registrars who have made studies of any of the following problems:

1. The registrar's report to the president.
2. The possibility of developing some type of general fitness test for graduation and the award of the first degree somewhat similar to the aptitude test for admission.
3. Progress toward the development of reasonable uniformity in the content for each departmental major in the various institutions throughout the country.
4. Accurate records of students' withdrawals and the best methods to secure them.

In September, 1935, the University of Florida opened a General College. As an integral part of this college, a Board of University Examiners was established to handle admissions and comprehensive examinations. The Registrar is chairman of the board and most of its work is carried on as a part of the registrar's work.

John C. McQuitty, formerly Director of Admissions, has been made Secretary of the Board of University Examiners and Lewis F. Blalock follows him as Director of Admissions.

A detailed discussion of the General College written by Acting Dean Walter J. Motherly appeared in the November number of the *Journal of Higher Education* and another on the comprehensive courses will appear in a future issue of the same journal.

As the *Bulletin* was going to press, we learned that E. Lewis Smith, Assistant Registrar at the University of South Carolina, died very suddenly on December 8. He had been ill for some weeks with what was diagnosed as arthritis, and was improving slowly but surely, in the opinion of his physicians, when he went into a very sudden relapse and died almost instantly. John A. Chase, Registrar, who reported his death, says, "His passing is not only a personal loss, but also a real loss to my office. He showed great promise and had unusual ability."

Mr. Smith was planning to take a leave of absence from his position at the University of South Carolina next year to study at the University of Chicago.

The University of Chicago has appointed several new deans. William H. Taliaferro, Professor of Parasitology, has succeeded Frank R. Lillie as Dean of the Division of the Biological Sciences. Richard P. McKeon, Professor of Greek, succeeds Gordon J. Laing as Dean of the Division of the Humanities. Both Dean Lillie and Dean Laing had reached the retirement age.

Clarence H. Faust, Instructor in English, has been appointed Dean of Students in the Division of the Humanities and Jerome G. Kerwin, Associate Professor of Political Science and Adviser in the College, has been appointed Dean of Students in the Division of the Social Sciences.

A. J. Brumbaugh, Associate Professor of Education and Dean of Students in the College, has been appointed Acting-Dean of the College to fill the vacancy created by the resignation of C. S. Boucher, who has accepted the Presidency of West Virginia University. Mr. Brumbaugh will continue as Dean of Students.

Miss Adelaide Gundlach, Registrar of Berea College, reports that in an effort to plan for a better use of time on the part of students and faculty members Berea College has inaugurated an experimental schedule of class hours. It provides in each semester a normal load of three courses, one course running through the whole

semester meeting three times a week and the other two courses running for nine weeks meeting six times a week. The two intensive courses ending in nine weeks are followed by two other intensives, allowing the student to earn a total of fifteen semester hours of credit in each semester. Many students and faculty members are already expressing their satisfaction with the new plan; the students feeling the relief from having to carry in mind five or six different courses at the same time with a very irregular study program, and the faculty members, for the most part, feeling that their own time is used to better advantage and that the students can be expected to do a higher grade of work under this plan of concentration. If the plan proves to be successful, it will be made permanent.

E. J. Mathews, University of Texas, has a new title, Registrar and Dean of Admissions, and has lost two of his assistants to matrimony, Miss Lois Hart, Examiner, and Miss Ripple Hubbard, Information Clerk. Miss Alice Root has succeeded Miss Hart and Miss Margaret Jackson has succeeded Miss Hubbard. Miss Jean T. Reed has been appointed Assistant Information Clerk, a new position made necessary because of increased enrolment.

Max Fichtenbaum, Assistant Registrar, reports that the University of Texas has greatly expanded the use of the Hollerith machines with the perfection of the automatic alphabetic duplicating printing punch. Here is what he says:

We now prepare our enrolment cards, class lists, deans' lists, absence lists, instructors' semester reports, etc., entirely through the use of tabulating machines. So far as we can learn from the Tabulating Machine Company, this is the first installation where these various tasks are completely mechanized and handled entirely through the use of the tabulating machines.

Our experiment with the tabulating machines for the preparation of enrolment cards, class lists, etc., is proving to be an interesting one, and we hope it may lead to an improved technique in this phase of registrarial work. We used the machines this fall for the first time for the purposes indicated, and thus far our plans are working out quite satisfactorily. We will not have a complete cycle, however, until after grades are reported at the end of the first semester and until our class lists, etc., for the second semester are prepared.

The thirty-seventh annual conference of the Association of American Universities was held at Cornell University, November 7-9, 1935.

At the opening sessions of the conference on Thursday, the following topics were discussed:

Recording the Work of Graduate Students

Dean William McPherson, Ohio University

Dean C. E. Seashore, State University of Iowa

Migratory Students

Dean John C. Metcalf, University of Virginia

Organization of a Graduate School within the University

Dean W. W. Pierson, Jr., University of North Carolina

Dean H. Lamar Crosby, University of Pennsylvania

Correlation of Graduate and Undergraduate Work

Dean R. M. Ogden, Cornell University

The Comprehensive Examination

Dean L. P. Eisenhart, Princeton University

Dean E. B. Stouffer, University of Kansas

Honors Work and Graduate Study

President Frank Aydelotte, Swarthmore College

At the general session on Friday morning Dean R. G. D. Richardson, of Brown University, spoke on "The Present Need of a Constructive Review of Graduate Schools," and Dr. Walter A. Jessup, of the Carnegie Foundation, on "Adaptation of Graduate Work to Social Needs." In the afternoon Dr. Frank A. Lillie, of the National Research Council, presented a paper on "Post-Doctoral Training for Productive Scholarship," and President Karl T. Compton, of the Massachusetts Institute of Technology, proposed "A Program for the Support of Post-Doctoral Fellowships." A discussion of the two papers presented in the afternoon, written by President Ray Lyman Wilbur of Stanford University, was read in his absence by Dean Ralph H. Lutz.

At the business session on Saturday morning various standing and special committees presented reports dealing with such subjects as "Classification of Universities and Colleges," "Graduate Work in Smaller Institutions," "Academic and Professional Higher Degrees," "Classification of Oriental Universities," "Problems Relating to Master's Degree," and "Foreign Student Problems."

Many of the topics discussed are doubtless of interest to members of the Association of Collegiate Registrars. The papers and discussions will be published in full sometime in the winter in the *Journal of Proceedings and Addresses of the Thirty-seventh Annual Conference*.

PROFESSIONAL READING

BOOKS

Education, the "Old Mill Stream."—Graceful and interesting but as unrelated to twentieth century America as the old mill stream, is the picture of university education drawn by a recent book¹, by Columbia University teachers who have been engaged in the comprehensive and co-operative course conducted by that institution, under the title *Contemporary Civilization*. The authors answer two questions, "What are the social objectives of American Education?" and "What is the task of the college teachers in the fourth decade of the century?"

The discussion is built upon Dewey's dictum that society ought to be self-repairing and that it ought to be a function of education. As a function of education, society ought to be managed by education. This involves planning, and planning calls for constant encouragement of inventiveness. Education should anticipate the inevitable technological development of the future by looking forward with experimental eyes instead of backward to obsolete learning.

In defending this thesis, Tugwell takes sharp issue with the propagandist education advocated by Counts in his dictum that teachers ought to make up their minds what kind of future they desire, and teach children to desire it and work for it. He maintains that propagandist education makes education a function of society, for no dogmatically conceived society could be self-repairing. Counts advocates indoctrination with social views, whereas Tugwell is pleading for indoctrination with experimentalism.

The authors make the task of education seem very difficult, because the facts of social science must all be rediscovered. The economic theories of men who have been dead a hundred years do not describe the workings of economic society today. Therefore, economics must be reconstructed. The old history with its emphasis upon kings, reigns, wars, etc., is being rewritten from the point of view of social and economic evolution. The role of government is expanding and a new political science is developing. All of these developments, and many others, are challenging education to adopt the scientific method.

¹ Tugwell, R. G., and Keyserling, Leon H., *Redirecting Education*, Volume I, New York: Columbia University Press, 1934, pp. vi + 258. \$3.00.

The last hundred pages of the book are devoted to discussions of economics, history, and political science in the college. Here some practical suggestions are given for the redirecting of education in these fields. These social sciences must be reconstructed in terms of the dominating social forces such as the cyclical movement of business, the profit motive, the application of science to the production of goods, the decline in the rate of increase in population; and certain newer situations such as the economic development in Russia, the growing influence in the United States of foreign affairs, and the tendency in business and industry to deal with problems of whole industries rather than those of individual businesses, which makes regulation by competition obsolete and breeds holding companies, interlocking directorates and other brood controls. All of these are social science problems for the redirected education.

The book will be appreciated by many who cannot quite go along with Counts and his propagandist education and yet feel that education should play a positive role in the development of a new social and economic society.

R. W. B.

Social Objectives in Foreign Education.—No survey of the social objectives in education could be complete in this day of social turmoil without an inspection of foreign education. Consequently *Redirecting Education*¹ has a second volume devoted to a survey of education in Europe and Canada.

The following European countries are included: Germany, England, France, Russia, Italy, and Denmark. Each country is handled by a specialist. The authors of the essays on Russian, French, and Danish education have spent most of their lives in the countries about which they write. The writer on German education studied in Germany for a year as a Cutting Fellow from Columbia University. The contributor for Italy is the co-author, with Herbert W. Schreider, of *Making the Fascist State*, one of the best books on Fascism. The writer on Canadian and English education is a resident of Canada and a graduate of Oxford.

All of the authors meticulously develop the social and economic backgrounds of the present systems of education and interpret the systems in terms of past and present social objectives. The book does

¹ *Op. cit.*

not duplicate to any appreciable extent the work of Kandel¹ but rather supplements it. Kandel emphasizes the organization, whereas the present authors supply an apperceptive mass which leads to understanding and appreciation of the systems of education discussed. The developments in Italy, Germany, and Russia are especially interesting and significant in view of the controversy in this country over indoctrination.

A summary of the similarities and differences among the countries discussed would have aided the reader in the assimilation of the analyses.

R. W. B.

A Provocative Challenge.—Mind must be reordered in the new age of power and, according to the author of a recent book,² present education cannot perform the task. The Tennessee Valley Authority is taken as a model of technological reconstruction in an age of power. "This project," the author says, "offers us the first firm basis for the hope that this ghostly chasm between the body and soul of America may be bridged at last." The cultural task of the nation is to create a soul "that can dare to live in natural integration with the new body that technology is creating." The machines can destroy the old social order, as they are doing in the Tennessee Valley, but they cannot create a new social order. They can build a city that will have the best facilities for physical living that technology can provide, but they cannot give it a soul. That must be done by education. The author says that present academic education is sterile "because it exalts formal learning and is only remotely related to living, and because there is too much *culture* and not enough *nature*." This type of education "ends in sterile intellectualism"; it does not produce leaders for the new day.

Where shall we find the foundation for this new education? Not in history, in the opinion of this author, because the writers of history have falsified the past by writing into it the meanings they find in the present, but in anthropology, because "the anthropologist offers us the most naturalistic approach to all these social problems of the past and present. . . . The future, though it must be created, must be natural. It must provide room for the most profound human experiences—for rich, diversified, and satisfying emo-

¹ Kandel, I. L., *Comparative Education*, Reviewed in *Bulletin of the American Association of Collegiate Registrars*, IX, 2 (January, 1934) p. 139.

² Hart, Joseph K., *Education for an Age of Power*, New York: Harper and Brothers, 1935, pp. ix+245. \$2.50.

tions that draw from primitive deeps but emerge on civilized levels."

The author believes that a "national pool of power" is coming and suggests that when it arrives this social order of ours had better be operating on collectivist principles unless we are willing to see complete degradation of all except the power ruling class. We must look to education, therefore, to reorder the social order along collectivistic lines. "Would such an education imply indoctrination?" queries the author, and he replies, "No more so than telling a half-blind man that he is about to crash into a stone wall implies indoctrination."

It is a timely book. It may irritate some readers and many will not agree with his thesis, but it will not fail to stimulate.

R. W. B.

Adjustment of Freshmen.—An exploration of the areas of adjustment problems of college freshmen is reported in a book¹ recently brought to our attention. The study was made on the campus of a church college with an enrolment of five hundred students. Its purpose was to discover the areas of experience in which the freshmen found difficulty in making adjustment and to determine the relationship of these areas to the factors of intelligence, neurotic tendency, and socio-economic status. Intelligence was measured by the American Council Psychological Examination; neurotic tendency, by the Thurstone Personality Schedule; and socio-economic status, by Sim's Socio-Economic Status Form C.

The problems were determined by interviews and the check list method. Nineteen areas of problems were discovered which were arranged in the order of their frequency. It is interesting, in view of the fact that these were freshmen in a church college, that religion was next to the most frequent problem area.

By use of the three tests mentioned above the author was able to locate causative factors to some extent, but the low relationship of these tests to the problems in certain areas indicated the operation of other causative effects not identified by the study.

The number of students involved in the study is not large and it is a study of the problems of students on a particular campus, so few generalizations can be made; but the study is significant from the point of view of technique and should be interesting to registrars who are responsible for some personnel work.

R. W. B.

¹ Emme, E. E., *Adjustment Problems of Freshmen*, Nashville, Tennessee: Cokesbury Press, 1933, p. 125.

*Vectors of Mind.*¹—The ultimate aim of all science is prediction and control. But the immediate objective is comprehension of a large number of phenomena in terms of a relatively small number of concepts or abstractions. To the fruitfulness of this procedure the physical and biological sciences owe their success. The two abstractions, force and mass, together with appropriate methods for logical manipulation, are the basis of a magnificent science—mechanics. And yet both force and mass are man-made concepts. They may or may not be “real” in the sense that they correspond to physical reals in nature. At present the most one can say is that such a term as force is a statement of a relationship. But the problem is philosophical and, though interesting, has nothing to do with science.

In the social sciences, however, one finds that this process of making abstractions is still in its infancy. With respect to the understanding of human abilities the difficulty becomes particularly acute. It is here that Professor Thurstone has made his greatest contribution. Given the scores of a group of subjects on a battery of tests, the psychologist finds at his disposal a technique for ascertaining the minimum number of ways a human being must vary to account for the observations. This minimum number, then, is the end product of the factor analysis process. Conceptually, these factors may be thought of as dimensions or co-ordinates. The problem is then to ascertain in how many ways (dimensions) must variation occur to account for the scores on a group of tests, and, for any test or measure, how far along each factor or dimension must we go to locate the measure, as we locate a point on a plane in terms of two dimensions or factors.

But one must not conclude that the problem of mental organization is solved. The mathematics permits us to describe our tests in terms of a minimum number of factors or any number we wish. Whether the minimum or some other number of factors shall be postulated is to be determined by outside criteria. Having decided on our factors, the mathematics will tell us how our measures are located with reference to them. In some experiments in which factor analysis has been employed the minimum number of factors found necessary has been three. This may be interpreted as meaning that to account for observed intercorrelations between tests we would require only three independent traits with respect to which human

¹ Thurstone, L. L., *The Vectors of Mind*. Chicago: University of Chicago Press, 1935, pp. XV+256. \$4.00.

beings vary, all test variability being due to the varying capacities of individuals possessing the three independent traits in different proportions. Now, to say that we *may* give an adequate account by postulating three independent traits is not equivalent to asserting that we must do so. As far as the mathematics is concerned we may have, as previously mentioned, any number. It is scientific parsimony which suggests that we work at first to explore in any given situation the possibilities of the minimum number.

In addition to a discussion of the factor problem and related theory, Professor Thurstone discusses certain special problems such as Spearman's approach, negative factor loadings, and the psychological interpretation of factors. The book is more than a manual of procedure. A thorough-going attempt is made by means of an excellent mathematical introduction to acquaint the reader with the basic reasoning involved and to develop principles whose derivations are throughout the book kept in sight.

WILLIAM S. CARLSON

IN THE JOURNALS

"Academic Freedom and Teacher Tenure," *School and Society*, 42, 1080 (September 7, 1935), p. 321.

Academic freedom is a topic which is receiving much attention in the press. Editorials, personal experiences, news reports, and arguments point to this issue as one of particular significance.

The National Education Association has appointed a Committee on Academic Freedom. According to its resolutions, "The National Education Association believes that administrators, teachers and schools should have full opportunity to present differing points of view on any and all controversial questions in order to aid students in adjusting themselves to their environment and to changing social conditions."

"The Responsibility of Boards of Trustees for the Preservation of Academic Freedom," Samuel P. Capen, *Bulletin of the American Association of University Professors*, XXI, 6 (October, 1935), pp. 477-82.

All enlightened institutions subscribe to the principle of academic freedom. Chancellor Capen raises the question as to who is responsible for defining and defending academic freedom when consistent adherence to its principles becomes difficult, when an institution is in danger of losing support, both financial and moral. His opinion is that its defense is worth any price. The American Association of University Professors has been chiefly reponsible both for the definition and defense of academic freedom, but unfortunately it has in-

variably been the administrative officers and governing boards with whom faculties have had to contend. Presidents who should be its principal champions have usually weakly yielded to pressure exerted by board members or by outsiders. Boards of trustees have used repressive tactics in suppressing academic freedom.

The interpretation and defense of academic freedom is the joint obligation of faculty, president and trustees. All should be concerned that institutions shall be permitted to search for truth and to disseminate the results of the search unhampered. Forces bent on challenging the intellectual integrity of higher institutions are gathering and the time has come for the trustees to enter the debate. Their appearance on the side of the educational officers would render the defense impregnable.

"Who's Standardized? A Comment on British and American Education," Dorothy J. Colburn, *Scribner's*, XCVIII, 5 (November, 1935), pp. 304-6.

An American going to England to teach in a secondary school concludes after a year's experience that English education is superior for the English but doubts that it would be adaptable to American civilization. Americans undertake by "mass education" to develop individuals, while the English, though working through much smaller units, are intent upon producing a homogeneous mass. Englishmen find much to criticize in the standardization of American education but the writer feels that English education is far more standardizing. The uniformity of the school costume is typical of the suppression of individuality to be found everywhere except in the Englishman's own home. Standardization of character results from inculcating in the English child certain fixed principles to guide his action and thought. These are never examined or justified but constantly reiterated and treated as a universally accepted and unquestionable background of living. An overcrowded curriculum and an external examination system tend to standardize the mind.

In their goals more than in their methods and materials do English and American education differ. "English schools come nearer to achieving their purpose than do American schools, partly because of clearer agreement among English educators as to their goals and the best means of reaching them, and partly because their goals are more modest and tangible than ours. While the English suppress individuality in favor of team spirit and the ideal of service, inculcate an approved code of thought and conduct, and instill an orderly and respectful attitude toward authority, American schools encourage the opposite qualities—self-reliance, initiative, fondness for experiment, impatience of authority, an open (how open!) mind—in short, individuality."

"Some Educational Bookkeeping," W. P. Shofstall, *Journal of Higher Education*, VI, 8 (November, 1935), pp. 414-17.

A criticism of rules and regulations set up by faculties and admissions boards applicable to students transferring from one institution to another. The first concern of the admissions officer should be that the candidate for

advanced standing is qualified to do advanced work. Requirements based entirely upon courses, credits, sequences, and marks are not valid. Illustrations are given of specific situations in which credit has been denied a transfer student. The writer recommends a scientific investigation of the assumptions underlying transfer from one institution to another. As perhaps most effective, he suggests a study of the achievement of a large number of transfer students who do not meet the current technical requirements compared with that of a control group who follow all the ritual prescribed by the most mechanical bookkeepers.

"The Scholarship Committee and Its Problems," R. C. Wray, *Journal of Engineering Education*, XXV, 10 (June, 1935), pp. 712-16.

A study of the methods of administering scholarship deficiency cases in fourteen representative engineering schools. Fifteen points are covered in the conclusions which should be of great help to those dealing with scholarship problems, whether they be in engineering or other courses.

"Long Range Prediction of College Achievements," Ruth Byrns and V. A. C. Henman, *School and Society*, 41, 1070 (June 29, 1935), pp. 877-80.

From an investigation made at the University of Wisconsin as to the possibilities of long range prediction, "it may be concluded that an intelligence test taken as far down as the fourth grade has definite value as a predictive measure of a pupil's ability to do successful college work. It is also evident that scholastic achievement may be predicted with reasonable accuracy by combining the tenth-grade average with an intelligence score that has been obtained early in the school life of the child. In other words, it is not necessary to wait until the child has become a senior to measure his aptitude for college work by testing, and it is not necessary to wait until he has completed high school to determine the probable quality of his future scholastic achievement by his past record of school work."

"Administrative Officers," Florence Partridge, *Journal of Higher Education*, VI, 7 (October, 1935), pp. 367-70.

A study of the evolution of administrative offices from 1875 to 1933, in thirty liberal arts colleges located in the North Central territory. All colleges included in the study had enrolments less than 1,000 students in 1933. A steady increase in the number of administrative offices is shown in the study. The subject matter fields in which these officers taught in the early years show the classics and philosophy most common. In recent years the fields of the social sciences and languages have been more frequent. The Master's degree has been held as the highest earned degree by the largest number of administrative officers and the Doctor's degree by the next largest number.

"New Standards," *School Life*, 21, 2 (October, 1935), pp. 42-43.

A committee representing the six regional educational associations of the United States is engaged in studies looking to radical revision of standards for accrediting secondary schools throughout the country. Advisory members represent the Office of Education, the American Council on Education, the National Education Association, and the National Committee on Research in Secondary Education. Marked progress is reported by Walter C. Eells, co-ordinator of the study.

"Financial Advisory Service," *The Educational Record*, 16, 4 (October, 1935), p. 487.

Provision has been made for a Financial Advisory Service for Colleges and Universities by the American Council on Education. This service will assist individual institutions in the adoption of the recommended procedures and reports developed by the National Committee on Standard Reports; in surveys of financial conditions; and by the maintenance of references and illustrations on all phases of financial administration so that advice on specific problems based on the experience of other institutions can be provided.

"American Association of Teachers Colleges," *The Educational Record*, 16, 4 (October, 1935), p. 489.

The accredited institutions of the American Association of Teachers Colleges were added by the Executive Committee of the American Council on Education to the roll of institutions eligible for membership in the Council, for inclusion in the list of accredited institutions prepared by the Council each year and for representation in the "Handbook."

"College Handbooks," Burges Johnson, *School and Society*, 41, 1068 (June 15, 1935), pp. 804-5.

Syracuse University made an investigation of the information which students need to find in handbooks and published a "Student Desk-Book" which is quite different from the traditional college handbook.

"The Ranking System at Oberlin College," *School and Society*, 42, 1077 (August 17, 1935), pp. 223-24.

By faculty vote, Oberlin College returned to a letter grading system after a five years' trial of a ranking system. The letter system will be applied according to a controlled curve.

Contributors to This Number

IRA M. SMITH

Registrar, University of Michigan.

FRED L. KERR

Registrar and Examiner, University of Arkansas.

W. P. SHOFSTALL

Dean of Administration, Stephens College, Columbia, Missouri.

JORDAN T. CAVAN

Professor of Education, Rockford College, Rockford, Illinois.

WILLIAM S. HOFFMAN

Registrar, Pennsylvania State College.

R. H. JONES

Registrar, Winthrop College, Rock Hill, South Carolina.

RUTH E. SALLEY

Administrative Clerk, Hunter College of the City of New York.

EMPLOYMENT SERVICE

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars* and should be sent to the Editor in care of the *Office of Admissions, University of Chicago*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, two dollars. Additional insertions at the regular rate. Extra space will be charged at the rate of five cents a word.

In printing these advertisements the Association assumes no obligation as to qualifications of prospective employees or of responsibility of employers.

In making this page available to those seeking personnel and to those seeking employment, the Association expects that at least some reply will be made to all those answering announcements.

POSITION WANTED:—Registrar in college or assistant in university; teaching subjects, Education or Psychology. Experience: five years assistant and college registrar; two years registrar and dean, junior college; seven years teaching. Age, 30. Unmarried. M.A., 1932, Educational Administration. Address L, care Editor, Office of Admissions, University of Chicago.

POSITION WANTED:—Young man, thirty years of age, B.A. degree, School Administration and Education (minor History and Sociology). Diploma, Theological Seminary. Certificate, American Institute of Banking. Five years experience, largest National Bank in Pennsylvania. Desires position as registrar or assistant registrar. Reply G, Editor, Office of Admissions, University of Chicago.

POSITION WANTED:—Young man with doctor's degree in Mathematics and 11 years experience teaching Mathematics wishes position as registrar or assistant in registrar's office. If desired, can teach Mathematics or Physics part time. Reply R, care Editor, Office of Admissions, University of Chicago. (1)

POSITION WANTED:—Registrar in college or work in connection with admissions office of college or university by a Ph.D. in Education and Psychology; eight years' experience as high school teacher and administrator. (3)
